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ABSTRACT

A project to create a competency-based B.A. degree in history or a competence-certification program was undertaken jointly by Sangamon State University and Illinois Central College. The project involved defining competence in history, specifying evaluation procedures, and restructuring the history curriculum. Competencies and assessment techniques for history and the liberal arts were developed, and a history competency option and a generic, liberal arts or electives minor option were proposed. The development of three courses in the roots of contemporary history, a critical thinking/reading course, and a critical thinking/writing course is described. The history of the project and an overview of project activities are presented. Project support activities included an advising colloquium, a learning center, and an independent evaluation of the project, which is included. Visits and contacts with other institutions and a literature search were undertaken to gather background information. Appendices include a listing of competencies, a strategy for promoting system change, an example of in-course competency development, course assignments, a book list, and a course post-test. (SW)

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FINAL REPORT

TO

The Fund for the Improvement of Post Secondary Education

Grant #OEG-0-74-3545

An Interinstitutional Effort to Establish a Competency Based

Bachelor of Arts Degree in History

Sangamon State University

and

Illinois Central College

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TABLE OF CONTENTS

I. History of the Project 1

II. Overview of Work under the Fund Grant 2

III. Conceptualizing Competences 11

A. History Competences 11

B. Liberal Arts Competences 12

IV. Assessment Techniques 16

A. History 16

B. Liberal Arts 19

V. Learning Resources 23

A. History Courses 23

1. Roots I - ICC 23
2. Roots I - SSU 28
3. Roots II - SSU 29

B. Liberal Arts Courses 30

1. Critical Thinking - Reading 30
2. Critical Thinking - Writing 35

VI. Support Structures 37

A. Advising Colloquium 37

B. Learning Center 38

C. Project Evaluation 39

VII. Background Investigations 40

A. Institutional Visits 40

B. Institutional Search 43

C. Literature Search 43

VIII. Appendix 45

I. Introduction: History of the Project

The present project to create a competency-based Bachelor o Arts degree in history began in the fall of 1972 with discussions between Sangamon State University (SSU), an upper-division open-admissions institution, and Illinois Central College (ICC), a lower-division open-admissions institution, to develop a three-year Bachelor of Arts degree in history. However, in considering the fundamentals involved in a three versus four year program, the faculty at the two schools came to question limitations of time in the B.A. process and moved to consideration of competence-certification. At this point the SSU history faculty requested and received formal support from their Instructional Development Unit and competency education at SSU began to have a future.

During the academic year 1973-74 the history project proceeded with internal support. The first group of students at ICC enrolled that spring in an interinstitutional team-taught colloquium, the "Roots of Contemporary History"; several of those students became the first ICC cohort at SSU the following fall. With the advent of interinstitutional team-teaching of the "Roots" course and the scheduling of regular interinstitutional meetings of faculty, discussions about the nature of competence in history accelerated and deepened. A literature search was begun. And in February 1974 the faculty in history turned their attention for the first time to defining competences in terms of both skills and content. Support from the Fund was then sought and when it was received, the project moved into another stage beginning July 1, 1974.

II. Overview of Work Under the Fund Grant

The original proposal delineated three separate stages established as "goals in process" for the project. Phase I comprised the definition of competence in history, Phase II the delineation of procedures for evaluation and Phase III the restructuring of the history curriculum. In our view, each phase contributes retrospectively to the development of phases begun previously; the elaboration of competences is modified by the development of evaluation procedures, both of which in turn necessarily undergo further change as they are applied to the task of restructuring the curriculum. The three phases have proved conceptually separable but rather closely fused in practice: even as we formulated definitions of competences we had to clarify them and think in terms of evaluation and curricular implications.

Furthermore, we soon had to deal with the problem of isolating competences related exclusively to history. It was apparent that the line of demarcation between the competences in history and those in the liberal arts is at best artificial and perhaps nonexistent. The easiest solution to this dilemma for purposes of project elegance would have been to retreat to a narrow, utilitarian definition of history. History, for example, when considered as a research methodology in a delimited part of the human experience lends itself easily to precise definition and quantitative measurement. Our understanding of history, on the contrary, builds on self-understanding and perspective in the broadest possible terms. Demonstration of cultural empathy and "sense of self in time and place" are admittedly loose goals and border on being

vague. But such is the nature of all the liberal arts. So we moved more broadly rather than more narrowly, but armed with the clarifying skills of competency formulation. Thus the tentative competences which we have outlined (which appear in the appendix) start from a very broad definition of history as a discipline and rest on the assumption that many of them can be developed in and transferred to other areas in the liberal arts, as well as being relevant and supplementary to professional training.

We have also found out how important it is to have students involved in the process of formulating the competences, (both in the definition of content and skills and in pilot testing evaluation procedures). Although we have preliminary definitions of competency evaluation instruments and procedures for many of the identified competences, we cannot say that we are even reasonably satisfied with them until we have used them to assess at least one, and preferably two, cohorts of students. We have urged our students to demonstrate their mastery of as many competences as possible in the past few months, and have used this as the occasion for modifying both definitions and evaluation instruments. We have been careful not to push our first cohort of students too much for they are already quite conscious that they are "guinea pigs" for the project. We have sought wider SSU faculty evaluation of our activities by forming working groups to review and modify specific sets of competences (e.g., those relating to Modes of Inquiry) and to help create appropriate learning resources such as courses, reading lists and self-instruction modules.

We have also interviewed SSU faculty extensively, seeking their reactions to both our Interim Report and our definition of the history competences.

Approximately 15 faculty members representing a wide range of disciplinary backgrounds have been interviewed at length and have offered comments and materials they feel are relevant to project concerns. This has been of help to us in refining our thinking, and of aid to the project in disseminating our ideas. History faculty have been asked to identify for one of their courses the key concepts terms students must master before or during the course, and to indicate the competences they feel are taught or tested in their courses.

We have been able to take our materials with us as we visited other campuses and conferences and have received a great deal of written material from other projects. George Klemp of McBer and Company, which is also funded by FIPSE, spent a full day with us discussing testing materials which we might develop with them in the areas of critical thinking and problem solving.

In addition to a second evaluation in June 1975 by Professor Robert Stakenas of Florida State University whose report is appended, we organized an invitational conference on competence education in the liberal arts held June 13, 14 and 15 at Pere Marquette State Park, Grafton, Illinois. Consultants from several programs attended, including:

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Competency Based Teacher Education
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Sam Craig, Coordinator

Having read our most important materials the consultants were able to offer oral and later written feedback on what we had done, while during the conference itself we were able to isolate and discuss some central problems which we have all been addressing. The conference sessions were taped, transcribed and are being edited for use and distribution by the SSU project and by FIPSE.

The conference itself and later written comments confirmed our view that many of the toughest questions in competency based liberal arts education remain unresolved. We are still prisoners of the tension between content and skills. While we feel we have reduced the emphasis on content below the point accepted by traditional historians, it remains the case that there can be no meaningful historical thinking without minimal control of significant data. In our teaching we have sought to resolve this problem by choosing books which offer sophisticated interpretations as well as basic data, and then focusing our discussions on the problems posed by vocabulary, assumptions, analytical tools and arguments so that students develop basic skill and critical and historical thinking as well as absorb historical data. This type of approach depends heavily on faculty perception and commitment -- it is equally easy, as we know, for teachers to fall back on either forced recall as a measure of teaching and learning or high level abstraction (lectures)

divorced from basic skills development.

Definitions of competency goals in the liberal arts can appear too vague or too rigid. Our competency definitions tend to alter continually as we explore the nature of teaching and learning in the liberal arts. Clearly we have to set a stopping point beyond which we no longer debate the overall goals. Equally clearly, however, we cannot lock ourselves into a small set of required readings and required evaluation instruments indistinguisable from distribution requirements and credit counting. The definition of alternative modes of assessment and retention of teaching and learning flexibility are major issues: we feel we have tackled these in productive ways, and the conference reinforced this view. We have no illusions that we have or can produce final solutions.

In addition to critical thinking tests, the library skills test and content tests for pre-and post testing within the Roots of Contemporary History courses, we have developed a model for a problem solving test using historical documents and have explored those created by others. Creating a history problem solving test using materials translated from Chinese sources concerning the problem of opium suppression in China has illuminated our difficulties in setting levels and standards but has opened up an exciting way to challenge and evaluate certain basic skills inherent to historical work but separable from it. We have been investigating the work of Kieran Egan in Structural Communications, and had hoped to have him visit SSU. Since this was not possible during the summer, we hope to find time and funds in the future to bring him to Illinois for a two or three day training workshop focused on

designing and using structural communications in history.

We have begun work with a model transcript which serves as the basis for discussions concerning competences and problems of teaching with aculty and with our, luckily cooperative, registrar's office at SSU.

Explaining the notion of competence-based education to students and evaluating their performance to certify competence necessitates a new, more thorough form of advising. Moreover, the arrival of a cohort of students from ICC on an alternative academic track to the B.A. made desirable a multi-faceted arena for student-faculty interaction: orientation to SSU for students who were in effect jumping from freshman year to junior year; adaptation to a university environment; understanding historical inquiry and methodology; coping with courses; initiation to the emerging concepts of competence and testing of the students' level of performance; and referencing their B.A. education to both the prospect of a liberating education and career opportunities. We decided on an advising colloquium, worth two academic credits, meeting once each week; this is team-taught and required of all students in the project.

In the past few years we have rediscovered how difficult it is to break free of the course format at either upper or lower division institutions. Nonetheless, we have found that the course format is helpful in forwarding the definitions of specific competences, in trying out evaluation procedures, in improving the teaching and learning situation, and in beginning work with faculty whose areas and disciplines expand the horizons of the history competences. We consider courses as resources for both the reasons given above and in deference to the realities of institutional inertia. We assume

that having used a course to devise a foundation of teaching and learning competences, an assessment center can then be built quickly and on the basis of valid experience. Students who wish to take Roots of Contemporary History I will have the option, beginning in the summer of 1976 of taking the course on competence terms and without a time bind, using the self-instruction module and any of several history faculty "mentors".

As we wrote and rewrote the history competences, we felt an increasing impulse to think in multidisciplinary terms. We have also found it easier to define the generic or general liberal arts competences than to isolate from among them those which can be validly judged to relate only to history, and thus began what is essentially a discussion group, which we've modestly called Bloomsbury II.

We meet bimonthly over lunch and for occasional marathon evening sessions. Discussion is of the highest quality, and far removed from the pressing reality of deadlines and implementation. The group was chosen to represent disciplines in the humanities, social sciences, and behavioral sciences, and only partly the natural sciences. Inevitable gaps occurred when faculty in some disciplines could not find time to attend regularly. The goal was to forge a working group within the university seriously pursuing the links and continuities between disciplines, the intellectual ties that bind rather than divide, the overlap rather than uniqueness of different methodologies. A self-conscious decision was made to let the group find its own direction rather than set it on a

particular course. The value of this was apparent initially, and its drawbacks became clear as discussions continued to stimulate the participants but not the project.

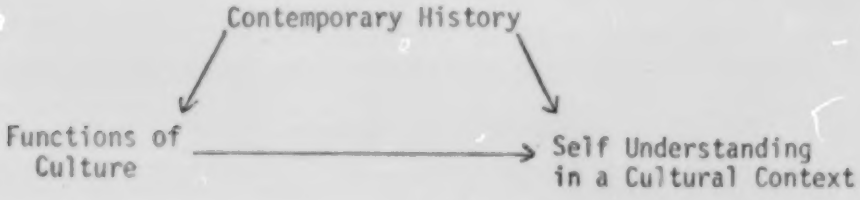
We chose to search for continuities by first defining discontinuities. Throughout the year each member of Bloomsbury II gave a more or less formal presentation on his/her discipline, its history, essential discoveries, methodology, and cutting edge of innovation. The discussions that followed were lively and often necessitated two or even three meetings to wrap up.

Realistically, we have not even begun to achieve our initial objectives. Bloomsbury has served to acquaint us with each other as "disciplinarians" but not with the core of the competence definition process. This voluntary faculty activity in creating "understanding" will, we expect, lead to more focused input into the history competency project in addition to the indirect stimulation and insight found in the airing of ideas on the nature of the intellectual universe in the late twentieth century.

III. Conceptualizing Competences

A. History Competences

The history competences which we have outlined tentatively, and which have changed in emphasis and clarity as we have worked them through intellectually, place a basic emphasis on the three categories and their interrelationship shown below:



We see the categories as interdependent rather than hierarchical. Within each of these categories we have delineated content and competences; in some categories we have completed fewer of the detailed outlines and evaluation instruments. We have made some changes in internal structure while retaining the basic emphasis with which we began the project. For example, we realized that "sense of self in time and place" and the "impact of culture on self" were not sufficiently distinctive to justify separate listing. "Sense of self in time and place" remains as an implicit part of the summarized structure of competences.

The introductory colloquium, Roots of Contemporary History, Parts I and II, has played a broad and strategic role in the development of the project. It has provided a) the context for curriculum development within our emerging definition of contemporary history;

b) a laboratory for testing concepts of competency-based education, including pre-test, post-test and other evaluation measures; c) an opportunity for team-teaching, thus strengthening the collaborative ethos required if the redefinition of history teaching and learning among increasing numbers of colleagues is to be encouraged. In planning and teaching a specific course we have been held close to reality as well as freed to experiment with the ideas which form the core of the history competences in terms of skills and content. We plan to use the same course-based method to flesh out and test our notions of the other competences. During this coming summer we had hoped to offer a new course with emphasis placed on the competences encapsulated under the title of "functions of culture." Unfortunately, this proved impossible for a variety of bureaucratic reasons. Instead, we have repeated the Roots of Contemporary History I course, profiting from the presence of non-history majors. The summer course, running only 4 weeks, has allowed an intensity of immersion for the participants and a rapid delineation of the communications skills fostered and developed by the course.

B. Liberal Arts Competences

As part of our efforts to coordinate the concerns of the community colleges with those of Sangamon State (an upper division university) we have discovered the need to describe means and objectives, at least in broad terms, in a fashion translatable to the three conventional divisions of the Bachelors Degree: (lower-division) general education, (upper-division) disciplinary

specialization, (upper-division) electives. Thus, the liberal arts competences need to be described as consisting in part of lower-division general education and in part to upper-division electives. Because Sangamon State is responsible for upper-division education there are constraints on the kinds of courses it can offer. Thus, although its responsibility for awarding the B.A. entails defining, in this case, the total system of competences for the B.A., inherent in the conceived division of labor between the upper and lower division schools is a division of labor in providing the learning resources for attaining the competences. This in turn entails a division of competences between the two levels, which is an unanticipated complication.

In addition, because the spread of competency education to other departments within the university has to occur by "grass roots diffusion" via individual faculty team-taught courses and working groups, we need to create flexible supportive structures. Our present idea of a solution at SSU is to create a history competency option and a generic, liberal arts ("electives") option. Thus a student admitted to SSU would have the following options for attaining a B.A.: (1) meeting course requirements in the discipline (history, psychology, etc.) and the course electives requirements; (2) meeting competency requirements in history and course electives requirements; (3) meeting competency requirements in history and competency requirements in the generic, upper-

division liberal arts "minor"; (4) meeting course requirements in the discipline and competency requirements in the generic liberal arts minor. In terms of the student's total education begun at a community college and completed at SSU, the three components of the B.A. and the two modes of competences and courses may be illustrated in the following table:

	Competency Based	Course Based
Discipline requirements		
"Electives" requirement		
General Education Requirements		

Thus there will eventually be six possible ways for obtaining the B.A.

By the end of the current project (1975-1976) we will have created the disciplinary competency option for history and partly finished developing the electives/minor competency option. Since we wish to make the electives/minor option a university-wide option we expect it will proceed more slowly than the history competency option as it will entail involvement and approval of considerably more faculty than currently involved. The additional step of creating the lower-division general education competency option will take even longer as it depends upon the sensitive evolution of interinstitutional collaboration and negotiation. As we involve faculty from other programs (departments) in helping us define the

electives/minor option we have and will continue to be setting the stage for the adoption by other programs of disciplinary competency options.

IV. Assessment Techniques

A. History

On the one hand, we have taken as a fundamental assumption the convergence over the past one hundred years of the world's peoples technologically, economically and, to an increasing extent, politically, socially, and culturally. From this perspective, and particularly with the help of the New York Times, we have sought to discover the common experiences of peoples and nations throughout the world, as well as an increasingly apparent interdependence in systems of ecology, economics, energy, and food production and distribution. In other words, we have sought to help students gain the tools and the confidence to grasp the key issues of their contemporary world and not fall back on hopeless confusion at the sheer magnitude of information and complexity of interrelationships. On the other hand, we acknowledge the centrality of the development of the nation states with all of their uniqueness. To understand their development requires a substantial investment of study about each country; without such effort intelligent comparison among nations in terms of the key themes we have specified is impossible. Our uneasy compromise thus far has been to look at particular nations in terms of those developments crucial to which each has had to face or is presently facing. This leaves for deeper, more focused investigation in particular courses, or

independent study, the history of particular nations or regions of the world.

Roots I focuses the attention of the students on the basic summary and analysis skills required of a would-be historian. Recall is deemphasized. We work, sometimes doggedly, on connotative and denotative definitions of the major terms used in historical writing. Students follow the changes in the meaning of words as they read through the Sunday New York Times each week and prepare a notebook on a particular theme or geographic area. The notebook and class discussions serve as the basis for an end-of-term oral report which is evaluated for organization, sorting, clarity, and accurate summary. Students prepare for this project by using the information skills outline in order to evaluate single articles in the Times, either in writing or orally.

Students test their own ability to devise answerable questions by creating essay questions collectively; each student submits two possible questions and through class discussion, the students reach consensus on two questions to be used by all; each student then writes on one of the two questions. This has allowed students to correct themselves, for if one seemingly simple question proves impossible to organize or respond to in other than highly general terms, the second question can be tried.

We have also used the Roots I course to explore the gap in expectations between the students and the faculty members, a factor

which we consider crucial in assessing the honesty of our competency statements. Measures of social and political attitudes have been used by both faculty and students in one Roots course, while in others an evaluation form for the course has served to highlight strengths and weaknesses of the instruction and the assessment instruments. The course evaluation can in the future serve two purposes: as a self-evaluation of competences attained, and as an evaluation of the course in competency terms. Comparison of the self-evaluation forms filled out by students and instructors can help to close the expectation and comprehension gaps between them. Future Roots I courses will be able to draw on work done in creating documents analysis tests, map skills tests, and "in-basket" forms of exercises. Several of these are aimed primarily at making the student comfortable with dissonance, as well as able to resolve it. The historian's comfort with relativity is crucial, yet is not easily conveyed to students more comfortable with recall and simplicity; nor should the comfort with relativity style the search for answers to contemporary problems.

In addition to the regular assignments, students were asked to increase their vocabulary by selecting historical concepts from assigned readings, identifying denotative and connotative meanings. This exercise in formal and contextual definitions was meant to give the student a broader vocabulary and an increased understanding of the reading. Each student was asked to bring in five definitions

the following week. Initial response was not very positive: it appeared to students as a superfluous assignment. All students did complete the assignment; some experienced difficulty in creating solid definitions. The second week of this course only a few members of the class brought in definitions of concepts and the exercise was dropped. A modification of this exercise will become a standard part of the Roots course next spring after we have had a chance to explore the problem of motivation and to revise the form of the assignment.

B. Liberal Arts

Since the evaluation procedures are described along with the competences in the Appendix, our comments below will be restricted to describing the extent to which various evaluation procedures have been pretested and modified. There are two operating courses for skills development in critical thinking and critical writing, which have been turned over to the University-wide Learning Center for use as individualized self-paced modules. Listening and speaking competences will be assessed and used in all courses.

Undoubtedly the most thoroughly tested evaluation instrument is the one for the assessment of Information and Communication Competence 3, Reading Comprehension and Critical Analysis. This is so because one of the project members was already using the instrument, the Watson-Glaser Test of Critical Thinking Appraisal (CTA), in his teaching. Additional materials are being assembled to evaluate

those reading and critical thinking skills not assessed by the Watson-Glaser, such as: recognizing and distinguishing necessary, sufficient, and contributing causes; recognizing and distinguishing types of evidence (e.g., facts, opinions, values, hypotheses, examples); and recognizing common forms of fallacious thinking. This summer we are organizing some study materials for these skills in a programmed instruction format known as "structural communication," as described by Kieran Egan of Simon Fraser University. The checklist of reading skills (See Information and Communication Competencies in Appendix) was pilot tested with non-history majors in a public affairs (PAC) class taught by a historian working on the project. Students were instructed to submit a "book report" on American and British women's liberation publications in terms of the described categories. From this experience, it is clear that the students do not readily understand the meaning of these skills, nor do they necessarily ask questions or consult a dictionary. Hence, we have concluded that we need to write study guides that define and illustrate each of the component skills.

From our experience using the checklist for evaluating writing skills we have shifted from specifying competence in terms of focus, semantics, etc., to specifying competence in terms of types of writing: outlining, summary paper, analysis paper, etc. The earlier categories are now recognized to refer to more fundamental skills, implied in the later categories. We are taping our meetings when we

discuss with the students their papers. When these are transcribed we will have a record of the students' intellectual growth which, when packaged along with the final product and the various drafts, will serve as a study guide and model for future students.

Testing of the listening and speaking assessment procedures has not yet occurred, although we are redesigning them based upon our experience with the reading and writing assessment procedures. Testing of the listening and speaking assessment procedures may occur during the summer, assuming continued steady progress with the reading and writing assessment procedures. Otherwise we look forward to testing them during the Fall Semester. The Library Skills Test has, since the Interim Report, been used with Biology and Psychology students under the guidance of the Library faculty. Revision of the Library Skills Test this summer will reflect these more recent experiences.

Progress, but less than we desired, has occurred with the remaining Information and Communication competences, hindered both by the difficulties in freeing up nonproject faculty time and by the complexities of the competences themselves. The Visual Communication Group met four times with very interesting and stimulating discussions. At this point we would have to say that we are still in the exploratory stage and while we have exchanged many opinions, facts, and ideas, we have made no changes in our definitions of the competences. The group will continue discussions next fall as all

participants agree visual competence is highly important and neglected. There is less agreement on how it can be assessed and acquired.

Several meetings with Computer Science faculty have been very productive. Progress has been limited only by lack of time to meet and write.

A Modes of Inquiry group was formed and has moved a considerable way towards designing a multidisciplinary team-taught course. Several models were discussed reflecting different combinations and weighting options with such variables as (1) relative emphasis on deductive (presented) or inductive (discovered) understanding of the similarities and differences among the disciplinary modes of inquiry, (2) focus on a single broad topic (e.g., human aggression) analyzed from several disciplinary points of view vs. a variety of more specialized topics, (3) relative emphasis on faculty vs. student time spent discussing the topic. Course planning was interrupted when we encountered problems in determining who might have time to participate in the teaching of the course. Commitments are now being worked out for giving project support to an SSU "Evidence" course in the Spring Semester of 1976. Planning meetings will resume in the fall and will be supported by acquisition of syllabi from other schools which have offered similar courses, e.g., The Nature of Evidence, a multidisciplinary "Guided Design" course developed at West Virginia University.

V. Learning Resources

A. History Courses

1. Roots of Contemporary History I - ICC

The basic assumptions of "Roots of Contemporary History, Part 1" are that the student should be introduced to the major forces shaping the contemporary world, and go back far enough into the past to discover how, when, and where each force took shape in forms recognizable from our contemporary perspective. The forces or themes we have focused upon include industrialization, modernization, and urbanization; colonialism, imperialism and anti-colonialism; class, caste, sex and race; nationalism, war and revolution. While the precise content and readings for each section of the course have varied somewhat in the hands of different faculty, each section has kept in tension today's world, seen through the Sunday New York Times or a weekly newsmagazine and the world of approximately the last one hundred years, as interpreted in major scholarly works. The Sunday New York Times has served to alert students to their own ability to recognize themes and assumptions, to reinterpret complex data, and to compare and contrast in global terms. We use the Times as the raw material for basic skills exercises, and as a source for updates on historical and contemporary themes. The decision to focus on contemporary history initially, and to move back in time rather than forward, as is

23

traditional, stemmed from our perception that such a process would both increase student motivation and foster the teaching focus on themes and historical thinking rather than data collect on. Paralleling this tension in time perspectives and in the differing methodologies of journalism and historical scholarship, has been a more substantive tension which we have preserved rather than resolved, that between an emphasis on global interrelationships and distinct national experiences.

The present Roots course at ICC is the most far-reaching effort to date to translate competency-based objectives into practice. In curricular terms, we cut back on the content to be covered, focusing on the USA and the USSR and seeing the major contemporary history themes in terms of their development. We read and discuss Time magazine each week, thus incorporating perspectives on the immediate contemporary world into our analysis of the last hundred years.

Including the final advising session, the class met for 31 two-hour sessions, and the instructors and IDU faculty member spent an equal number of hours planning and brainstorming collectively or in teams of two.

To meet competence objectives, eliminate the least successful materials of the first "Roots" course, and yet include the materials which had succeeded, instructors decided to organize the course around a comparison of American and Russian modernization using Von Laue's Why Lenin? Why Stalin? and Cochran and Miller's Age of

Enterprise. At the time of planning, only Barraclough's Contemporary History met the requirements of the course title, but because of his difficulty for undergraduate (let alone, freshmen) comprehension Barraclough was used as the concluding work at the end of the course, serving as a measure of the students' grasp of secondary source analysis skills. In Barraclough, modernization and the role of America and Russia to play predominant parts, so Von Laue and Cochran/Miller serve as excellent introductions to him. Von Laue had been the students' favorite in Spring 1974 and Cochran/Miller is a readable study of a topic for which the students would all have background.

Rounding out the readings were Nugent's introduction to skills, Creative History and Time magazine, which would update the contemporary history theme to the present and give the students concrete material for their frequent attempts to relate the course themes to their lives.

Major assignments (again, see syllabus appended) may be grouped into the categories of source analysis and research skills. Students were introduced to the value of book reviews and close scrutiny of table of contents, preface, introduction, conclusion, chapter titles to "dissect" the purposes and themes of the author before attacking the text. To demonstrate their proficiency, students were required to independently critique the introductory

and concluding passages before they exchanged this information in-class discussions. Through essay examinations the students demonstrated their overall grasp of the authors' theme and their abilities to assess the merits and limitations of those themes.

Through preparation of an extensive bibliography and a brief statement of tentative conclusions (hypotheses) on subjects of their own choice, students performed many of the requirements of research. The library staff was most patient and helpful in assisting faculty and students on this project.

Finally, students were required to apply all of the analysis skills they had acquired by identifying key aspects of a Time article (appended) on their final examination.

The writing assignments were all quite successful. They compelled the students to keep up with the reading and approach the readings with a more careful, analytical eye. Performance on the review summaries, critiques, and examinations steadily improved. Most students excelled even beyond their own expectations in identifying major sources for their bibliographies. Their essays were of mixed quality mainly because some failed to overcome personal biases.

The discussion format, focusing on the books as subject matter (and not historical content) was unique and confusing at first to

the students. They all struggled with the new approach and weekly became more confused and disturbed about "just what are we supposed to be getting out of the course?" Just before mid-term grades were disseminated, the entire class arose in "rebellion": They challenged the materials and activities we had been going through and questioned the validity of the whole approach of the course. At that point they were reminded of the statements of objectives given at the beginning of the course. They apparently had been unable to comprehend those instructions and had fallen into traditional patterns, trying to absorb content. Now they quickly grasped them and within a week of reviewing those instructions in terms of their class work they were all able to easily master the rest of the readings. Both instructors were amazed at the quality of their subsequent essay examinations and their in-class analysis of Barraclough, which had been virtually incomprehensible for the previous class.

The course appeals to only a narrow group, yet we have had students with widely varying interests and abilities. Most certainly the methods of developing historical skills must vary to meet the demands of each new class and its individuals. Given rigorous time limitations, the unique nature of the course for I.C.C. students and the inevitable problems that arise in team-taught classes we feel instructors should always be flexible in their activities and assessment of student performance.

2. Roots of Contemporary History I - SSU

Roots I is the "grandparent" course which has served as the core of competency program since 1973. Beginning with the Fall of 1975, the Roots I course or the demonstration of competencies obtainable through the course will be required of history majors.

In terms of content, the course serves as a sampler exposing students to theories and approaches in the modern era which are explored in more depth in specific courses the student may choose to take later, or in tutorials which remain a continual option for all history students. The most recent Roots I course focused on the Vietnamese response to French colonialism before 1925, the Russian Revolution, the Chinese Revolution, the changing class and caste status of women and minority men in America, and the Barraclough summary of the themes of contemporary history.

Over the past two years, Roots-Part I has been taught by faculty teams including three individuals from SSU, two from ICC, and one from LLCC. After team-teaching once, a faculty member is in a position to take on the course on her or his own; but what we have found to date is that the experience of team-teaching has provided an opportunity for colleague training in a curricular perspective different from that of conventional graduate school training. Where teams focus on areas of competence covering different parts of the world, the basis is established for meaningful comparisons and for creative tension which is inevitable if

widely differing cultural perspectives are to be knowledgeably communicated. Moreover, the reinforcement from colleagues in "taking on the world" has proved helpful in overcoming the inhibitions against generalizing beyond the accepted subject demarcations which graduate training and conventional teaching have inculcated. The costs associated with this collaborative learning have been relatively high, but we think they are indispensable to the continued success and further elaboration of the project.

3. Roots of Contemporary History II - SSU

This "Roots" course is intended as a capstone to the B.A. degree and as an introduction to the M.A. degree. In curricular terms the course attempts to provide a world historical perspective through a reading and comparison of several interpretations of the origins and development of human history. To attain this perspective students began this past semester with the historical theories of such non-historians as Karl Marx, Sigmund Frued and Hannah Arendt. We then moved to professional historians analyzing historical developments critical to the emergence of the contemporary world: modernization--Barrington Moore; United State-China interaction--Akira Iriye; the world and Africa--W.E.B. Dubois. Finally, the students read William McNeill's Rise of the West to encounter a major historical synthesis of human history leading to the emergence into a position of dominance in the past several

centuries of Western European civilization. To master key details in this synthesis we administered a pre-test to indicate to the students before reading McNeill those facts which might provide a skeletal structure for McNeill's narrative. Hastely written, the first test we created fell back on testing almost exclusively recall. The same test, with some improvements (but still with flaws) was administered at the end of the course. (See appendix) During the summer months, project faculty will rework the test before it is used again.

Thus, there was a major effort to achieve content mastery at a general level for all of human history. It was a mistake to attempt this at the end of a semester already too heavily loaded with reading. Professor McNeill, mid-year project evaluator, had warned us that the course was too ambitious. Next year, Rise of the West will come first with a more carefully balanced pretest. The written essays on historiographical and comparative analysis will come later, drawing on the realistic mastery of content. We will most likely also cut back on the required reading, building the course on McNeill, Moore, Iriye and one or two of the theorists rather than all.

B. Liberal Arts Courses

1. Critical Thinking - Reading

Although the project schedule did not require that we begin consideration of learning resources until the spring semester, some

aspects of this activity were already underway prior to the beginning of the current grade period, e.g., the courses in critical thinking in reading and writing, the Roots of Contemporary History courses taught at ICC as a one semester introductory course and the companion Roots II intermediate level course taught at SSU. The Learning Center was also established through Venture Fund support from SSU during the fall semester.

Commencing in the Fall of 1973 one of the staff members of the history project began using the Watson-Glaser test of critical thinking as the basis for teaching a multidisciplinary course involving logic, the psychology of thinking, and communication. (The course was established upon recognition that many students in a problem solving course lacked fundamental analytical abilities.) The course was made competence-based and individualized in the Spring of 1974, and by the Fall of 1974 there were two courses, one focusing on reading and the other on writing. In 1975 the courses were handed over to the Learning Center faculty, thus freeing the IDU developer of the courses to concentrate on creating the new units described earlier.

Approximately 90 students have taken the reading course and another 300 have taken the Watson-Glaser either as part of an instructor's course efforts to assess the development of critical thinking capacity as part of general course benefits, or on their own initiative as preparation for applying to law or graduate school,

or as part of the Management Program's entrance diagnostic testing program. The Management Program plans to incorporate the Watson-Glaser as a regular part of its testing program; management students are heavy users of the Critical Thinking courses, comprising approximately 2/3 of the enrolled students. After taking the Watson-Glaser, the students are informed that they may enroll in the course and receive credit for the performance already demonstrated, or they may work through the course materials and attempt to demonstrate a high level of performance. To accommodate noncompetency degree students' needs for grades, grades have been assigned to different levels of performance (87=A, 79=B, 72=C). A number of University staff members have also taken the course. After offering the course four semesters, the following observations are in order:

a. of the 91 students, 64% (59) completed the course;

b. of those completing the course 61% (35) earned an "A" while most of the others earned a "B";

c. of those completing the course 44% (26) were simply certified, that is, they either earned an "A" (80%) on their pre-test performance or they elected to stick with the "B";

d. of those not completing the course 9% (10) dropped before the course ended and 24% (22) received an incomplete;

e. of those receiving an incomplete 54% (12) had received a pre-test score of less than 72 (the minimum for a C);

f. nearly all those dropping the course had either scored less than 72 on the pre-test, or had failed to even take the test;

g. the completion rate has varied in response to variations in course characteristics: the first time the course was offered class sessions were scheduled and students were expected to attend - completion rate was 71%. The next two semester , no group sessions were scheduled - the completion rate was 50%. The fourth semester sessions were scheduled but students were told attendance was completely voluntary. At mid-semester a not-so-gentle reminder was sent to those students who had not yet contacted the instructor, suggesting that they get to work - completion rate was 74%;

h. a minority of students certainly less than a third, use the provided resources of group sessions, private sessions with instructor, recommended readings, practice exercises; more than half the students regret not using these resources more effectively;

i. not more than 15% of those receiving an incomplete finish the course - a few students worked for more than two semesters, generally without much success;

j. preliminary analyses indicate that students average 9 points improvement, a few made no improvement, and the most improvement was 25 points. (Average change in four years of college nationally is four points improvement);

k. systematic information is not available, but the instructor's impression is that the great majority of students prepare one hour or less per week for the course; and

l. the writing exercise, where students reread/reanswer missed questions, including writing reasons for their choices, results on the average, from preliminary analyses, in a 50% reduction in errors. For those doing this exercise, there seems to be about a 70-80% transfer to performance on the post-test.

Based upon the above observations and student evaluations not summarized above, the following comments/actions seem reasonable:

a. the Watson-Glaser CTA seems a reasonable instrument for assessing important critical thinking skills, both from the perspective of students who have taken the test and history and management faculty who have reviewed the test;

b. the competency and individualized nature of the critical thinking and reading classes has been favorably received and perceived useful with certain significant reservations:

> incompletes and drops need to be further studied to determine the extent to which the problems lie with lack of motivation or time budgeting on the part of the student, inappropriate learning resources, organizational problems, etc.

c. the observations and interpretations from teaching the Critical Thinking courses need to be better articulated with those gained from using the reading comprehension and analysis checklists in regular history courses resulting in modification of each. Specifically, a glossary of terms and a study guide needs to be produced which includes materials created or collected by students exemplifying the desired competency (along the lines of the study guide created by Empire State College).

It's possible that students scoring low on the pre-test need very strong encouragement to attend group sessions which presumably would (1) provide them with a deadline for completing assignments, (2) give them needed peer support via-a-vis the instructor (one-to-one can be very threatening), (3) provide them with needed insight into poor reasoning via peer examples, etc. Forming structural communication exercises may also prove very useful for the low scoring student since it (1) provides more structure to the learning and (2) provides more immediate and precise feedback.

The Critical Thinking - Reading course, which has now been transferred to the Learning Center should continue to be seen as an instructional resource to students, but more attention to critical thinking skill development should occur in regular history courses. Perhaps from entrance testing with the Watson-Glaser students scoring below 72 should be referred to the Learning Center Critical Thinking - Reading course for special assistance, while those scoring above should be encouraged to refine their critical thinking skills through use of the study guides and exercises constructed as a part of regular history courses. A history competency B.A. student fulfilling his applied study experience as an employed member of the project will review, criticize and help improve the study guide for the critical thinking - reading course. This will include reading all student evaluations completed on the course.

2. Critical Thinking - Writing

Significant advances occurred during the spring semester and continue this summer semester as the course is being team-taught by a competency project member and a Learning Center instructor. Several students have successfully written summary, analysis and critique papers. Transcription of the class discussions is proceeding, although slowly, and a study guide is expected towards the end of the summer session. Further refinement of writing

competences has resulted and additional optional competences are being formulated in response to specific student suggestions, e.g., editorial writing and memo writing. Two of the histo y competency B.A. students are taking this course this summer, and the one working with the project on Applied Study can be counted on to contribute significantly to evaluation and refinement of the study guide.

VI. Support Structures

A. Advising Colloquium

Given the "untidiness" of the project, it is little wonder that the two advising colloquia in the Fall and Spring Semesters were uneven ventures with mixed results. On the plus side, there was a considerable amount of experimentation with learning/teaching techniques in a context freed from specific course content. We worked on writing, critical thinking, content analysis, extrapolation, generalization, conflicting historical interpretation, critical listening, through the use of a wide variety of historical sources (journal articles, oral history tapes, primary sources. The sessions were informal and went beyond the issues of orthodox pedagogy to discussion of very personal issues in the student's comprehensive education.

On the negative side, only three or four students from ICC remained active in the project so that the colloquium was very small. In addition, we relied on evolving learning strategies which sometimes were very successful and at other times, aimless and frustrating. The faculty perhaps learned more than the students and we clearly need to have a more structured experience in which the competency objectives are systematically moved toward in the colloquium. Moreover, we are at a point in the relation

between the Competency Project and the History Program where it is desirable to involve more History students from outside the project in the colloquium. Thus, in the fall the colloquium will be advertised to all history majors. It has the potential of being (a) a key device in helping students develop their individual academic programs, (b) a place for students to work out the timing and strategy of presenting themselves for competence assessment, and (c) an introduction to concepts in the philosophy of history and in historiography. Finally, if we can develop the colloquium into a rewarding experience for both faculty and students, it may provide a real breakthrough for the university in its overall advising responsibility.

B. Learning Center

Sangamon State established its own Learning Center in the fall of 1974 following visits to a number of community college learning centers, including the one located at Illinois Central College, together with evaluation by two ICC consultants. Although SSU's center placed initial emphasis on communications skills, the Center plans to expand to provide broader learning resources and even course credit. The history project at SSU plans to locate its own assessment instruments in the Learning Center.

Our cutoff line between generic competences and history competences is, of course, arbitrary. As assessment instruments are developed, they will be located either in the Learning Center or in the project, depending on the stage of refinement they have reached. Moving courses and instruments to the Learning Center site and faculty is a means of diffusing the competency models and creating the university-wide base for the liberal arts elective discussed in the overview section of this report.

C. Project Evaluation

Potential candidates for mid-project evaluation belonged to two unfortunately disparate categories: those able to evaluate the intellectual quality of our concept of history competence, and those able to comment on the technical quality and practicality of the competency statements and assessment procedures. We finally decided to request evaluation in the latter sense at the end of the project and to focus the mid-point evaluation on the quality of our conception of history competence. Accordingly, we requested evaluation by an eminent historian of Western Civilization, Professor William McNeill of the University of Chicago whose report was appended to our Interim Report. His questions forced us to re-examine our bias in favor of contemporary history and to define further our reasons for focusing the study of history as we had. His suggestions for themes cutting through chronological issues were extremely useful.

Our final evaluation visit by Professor Robert Stakenas who attended the conference at Pere Marquette in mid-June and then visited the SSU campus was stimulating and educational.

(See appendix for Stakenas Report.)

VII. Background Investigations

A. Institutional Visits

From the beginning of the project, we hoped to be able to discover as much as possible from those already on the path we were exploring. In part we assumed that we needed to develop the skills and understanding to create and administer evaluation instruments.

1. Alverno College

Two project members visited Alverno in July, 1974, and met with the Dean, the Director of Competency-Based Learning, and with faculty from the Library, the Assessment Center, the Learning Center and the English and History Departments.

The Alverno faculty perceive their Competency Level units as necessarily hierarchical, which led us to seriously consider similar models for history. Although we ultimately took issue with many aspects of the Alverno scheme, the visit aided our own conceptual struggles. And the chance to compare notes about ideas and methods provided a needed summer lift.

2. University of Massachusetts, Boston College 3, and Empire State College (Manhattan Center)

This visit, which involved three project members, took place in October, 1974. Contact with faculty who had been given only a few months to define competences and organize resources underlined for us the need for adequate lead time to think through fundamental

assumptions. Exposure to the essentially non-disciplinary orientation of the two schools convinced us that our own approach should retain, rather than eschew, disciplinary orientation. The remedy for the restriction of perspective attending disciplinary methodology, we feel, entails use of the perspectives and methods of relevant disciplines. Our focus has been multidisciplinary rather than non-disciplinary.

The two institutions share a strong orientation toward preparation in fundamental skills, which helped strengthen our own efforts in that direction. At College 3 we became more sensitized to the pitfalls of "student as guinea pig", which should be a perennial concern of projects for certification of competence.

Finally, the experiences of the two schools usefully highlights the many administrative and organizational problems which stem from doing away with credit-counting.

3. The Intensive Residence Training Course in Criterion-Referenced Testing at the Educational Testing Service (ETS)

Three project members attended this week-long course in Princeton, New Jersey. Highlights included: (1) discovering the possibilities of free response testing, (2) learning about the construction and limitations of multiple-choice tests, (3) talking with historians on the ETS staff, (4) discussing the benefits of a documents-based essay test for competency certification, (5) being able to discuss the project with each other day and night.

The course at ETS largely failed to meet our needs. Contrary to our expectations and our prior conversations with staff administering the course, it was neither aimed at nor cognizant of the problems of post-secondary education, nor was the course designed to allow visitors to work through their own project materials with the ETS experts. The ETS test collection was barren of relevant materials suitable to our needs. Our lasting impression was that the testing profession has not yet begun to make a significant contribution to the movement in competency-based education above the primary level and in areas other than those which lend themselves to neat, if superficial hierarchial ordering of elementary skills.

4. AT&T's New York Headquarters' Assessment Center

The project's Instructional Development staff member, Judd Adams, spent a highly productive two hours visiting with Joel Moses of AT&T's Assessment Center Staff Development Section. The center's use of simulations is both intriguing and heuristic.

5. Cooperative Assessment of Experimental Learning (CAEL) Second Annual Assembly Meeting, May 11-14, 1975

Judd Adams, the Instructional Development staff person for the SSU history competency project attended the CAEL conference in New Orleans, which included discussion/workshops on "The Pros and Cons of A Central Assessment Center", "Assessment of Interpersonal Skills" and institutional presentations. The experience of several

institutions in moving from goal statements to greater specificity fed into an idea we had been discussing at SSU: The creation of a combined advising/graduation committee cr ated by the student in order to obtain continuing advice and certification of competence attainment. The committee would be responsible for identifying and creating ad hoc certification committees for specific competences. This model derives from that used by the Individual Option Program at Sangamon State.

B. Institutional Search

Approximately 150 individuals, colleges and universities, and other institutions have been contacted to determine the usefulness of their projects (competency education, programmed instruction, computer assisted instruction, evaluative measures, comprehensive examinations, teacher evaluation, structural communication) for the SSU-ICC History Competency Project.

C. Literature Search

The literature search has been comprehensive rather than exhaustive, with little examination into publications prior to the 1960's. The search includes the Sangamon State card catalog, Education Index, Eric Educational Documents Index, Historical Abstracts and Government Reports Index, Technological Applications Project: Instructional Systems Technical Descriptions, and the

ACT Issues of Narrative Evaluation, Documentation and Reporting of Student Learning. The literature search indicates a plethora of material available on competency-based education, but it is generally not concerned with history, or with the liberal arts. An annotated bibliography which tives a picture of the progressive wing of history education has been compiled and a bibliography from quotable material has also been compiled.

A P P E N D I X

HISTORY B.A. COMPETENCES -- DETAIL

History Competences

A. CONTEMPORARY HISTORY
1. global interrelationships
2. major forces
3. national histories
4. extrapolation
5. major global event

B. FUNCTIONS OF CULTURE
1. formal institutions
   1.1 political 1.5 educational
   1.2 economic 1.6 social
   1.3 legal 1.7 religious
   1.4 bureaucratic
2. informal institutions
   2.1 customs, mores, taboos, ideology
   2.2 artistic, literary, oral

C. SELF UNDERSTANDING IN A CULTURAL CONTEXT
1. values, attitudes, and feelings
2. personal values vs. prevailing norms
3. identification of myths, prejudices and assumptions
4. western cultural origins in global perspective
5. U.S. culture origins
6. local cultural origins
7. family origins

- -

Generic, Liberal Arts Competences

d. INFORMATION AND COMMUNICATION SKILLS
1. library skills
2. computer
3. reading
4. listening
5. writing
6. speaking
7. visual communication
8. statistical

e. MODES OF INQUIRY
1. philosophical
2. historical
3. literary
4. scientific
   4.1 generic
   4.2 physical
   4.3 natural
   4.4 social

f. PROBLEM SOLVING
1. question asking
2. definition
3. information acquisition
4. solution generation
5. consequences
6. selection

g. HUMAN RELATION
1. dynamics o human be
2. collective solving

A. Contemporary History

1.0 Ability to describe the major characteristics of the contemporary world and their interrelationships

- 1.1 political
- 1.2 economic and technological
- 1.3 physical, geographical
- 1.4 social (class, sex, race, caste) and demographic
- 1.5 ecological
- 1.6 bureaucratic
- 1.7 legal
- 1.8 religious
- 1.9 educational and other

2.0 Ability to describe the major forces shaping the contemporary world and their origins

- 2.1 class, sex, race, caste
- 2.2 industrialism, modernization, urbanization
- 2.3 colonialism, anti-colonialism, imperialism
- 2.4 nationalism, war, revolution

3.0 Understanding of major national histories competence: a singular and comparative understanding of the major outlines of contemporary history

- 3.1 U.S.
- 3.2 Russia
- 3.3 China or Japan
- 3.4 A Western European Country
- 3.5 A South American Country
- 3.6 An African Country
- 3.7 A Southeast Asian Country

Evaluation:

Level 1: Using a theoretical framework for 4 of the 7 nations, describe the major characteristics of their geography, economy, culture, social-economic structure, political institutions, domestic and international relations, religion, and art for several of the important periods in the nation's history.

Level 2a: Starting from these descriptive characterizations, describe orally or in writing the important trends, continuities and discontinuities for each of the 4 nations.

Level 2b: Starting from the descriptive generalizations, compare two or more countries at comparable points in their development, describing similarities and differences.

Level 3: Beginning with Level 2, compare and contrast the contemporary histories of two or more nations.

4.0 Ability to extrapolate these major forces and their consequences into the near future.

5.0 Ability to analyze a major, global event in terms of these forces.

B. Functions of Culture

Competence, a general understanding of the human forces/institutions organizing the modern world.

1.0 Understanding of informal, internalized institutions

1.1 social customs, ideologies, mores, taboos
1.2 artistic, literary and entertainment traditions
1.3 nature and use of language

2.0 Understanding of formal institutions: organizational structure explicit and implicit values, physical plant and geographical location, specialized language and concepts of time, institutional inertia, developmental character (origins, change over time)

2.1 political
2.2 economic and technological
2.3 legal
2.4 bureaucratic
2.5 educational
2.6 religious

Evaluation:

1. Compare and contrast any 2 formal institutions from 2 different nations, or compare and contrast any 2 formal institutions for a single nation from 2 periods in history.
2. Characterize the informal institutions of a state from the perspective of a participant of a given social class and from the perspective of an outsider; compare and contrast these characterizations.

3. Compare and contrast the parts of agreements and points of conflict between formal and informal institutions in one or more societies at a given point in time.
4. Analyze the impact of formal institutions on the life pattern of individuals of both sexes within a given society in 2 different periods of history.
5. Describe or illustrate the interrelationship between the prevailing ideology of a society and its forms of artistic expression.
6. Select and discuss documents, artifacts, objects d'art, symbols, or literary works of a given society that characterize its formal and informal institutions.

C. Self-Understanding

Competence: an understanding of one's major values, attitudes, beliefs, feelings, behavior, strengths and weaknesses.

1.0 Recognition of one's major values, attitudes, strengths and weaknesses

2.0 Comparison of personal values, etc. with prevailing norms

3.0 Evaluation of personal values, etc in light of current knowledge, resulting in identification of myths, prejudices, and assumptions

Evaluation:

Level 1: Accumulate and discuss documents, writings, symbols, slides, tokens and artifacts which express self-image, major values, and personality traits.

Level 2: List in general order of importance one's major values, attitudes, beliefs, and personal strengths as if one were:

a. running for elected office in Illinois
b. being considered for an Ambassadorship
c. planning a permanent expatriation
d. choosing a career field

Compare and contrast these 4 lists.

D. Information and Communication Competences

General competence: ability to effectively acquire and analyze information and to communicate in a variety of modes.

1.0 Reading comprehension and critical analysis: ability to read descriptive, explanatory and persuasive materials analytically and critically

- 1.1 identify the function of the communication
- 1.2 identify the main idea/thesis and evaluate clarity
- 1.3 identify the main explicit elements; facts, hypotheses, opinions, values, beliefs, examples, etc.
- 1.4 identify the main implicit elements (assumptions): facts, values, etc.
- 1.5 identify needed information
- 1.6 identify key words, definitions, concepts and distinguish connotative from denotative meanings
- 1.7 evaluate quality of communication in terms of semantics, syntax, and organization
- 1.8 evaluate the quality of the communication in terms of internal consistency, specificity, objectivity, and reliability validity or coherence
- 1.9 evaluate the explicit and implicit values in terms of (a) personal and (b) accepted social values
- 1.10 describe the authors' style and techniques of expression such as figures of speech, metaphors, etc.

Evaluation:

Objective test: modification of Watson-Glaser
application of the checklist for specified written material

2.0 Writing skills: ability to write clear and concise descriptive explanatory and persuasive articles

- 2.1 outline
- 2.2 summary
  - a. paraphrase
  - b. integrative
- 2.3 analysis
- 2.4 critique

Evaluation:

Any summary, analysis, or critique paper written to satisfy another competence, one of each type.

3.0 Speaking skills: ability to give clear and concise descriptive, explanatory, and persuasive presentations and to participate in small group discussion

3.1 outline
3.2 summary
  a. paraphrase
  b. integrative
3.3 analysis
3.4 critique
3.5 identify and compare nonverbal messages of eye contact, body movement, gestures, intonation, etc., with verbal messages

Evaluation:

Oral presentations tailored to audience and level, e.g., national history character sketch to class, oral outline to instructor.

	One-to-One	Small Group	Large Group
Outline			
Summary			
Analysis			
Critique			

4.0 Listening comprehension and critical analysis: ability to listen analytically and critically to descriptive, explanatory and persuasive communications in the popular media and ordinary conversation

4.1 to 4.10 same elements as for reading
4.11 identify and compare nonverbal messages of eye contact, body movement, gestures, intonation, etc. with verbal messages

Evaluation:

1. Analysis of selected portion of a radio or TV program.
2. Analysis of a taped small group discussion.

5.0 Library Skills: understanding of how infirmation is organized and stored in libraries

5.1 knowledge of basic terminology
5.2 general and specific access (reference) tools
5.3 searching skills, procedures and techniques
5.4 evaluating information

Evaluation:

Level 1: library skills test.
Level 2: problem solving demonstration or documented research paper.

6.0 Statistical Skills

7.0 Visual Communication Skills

8.0 Computer Skills: understanding of information storage and access in computers

8.1 basic knowledge of computer principles: input and access
8.2 basic knowledge of types of information stored on computers

F. Problem Solving Skills

Competence: the ability to analyze systematically and solve conceptually interpersonal, occupational and socio-political problems.

1.0 problem recognition/question posing: ability to recognize those conditions constituting interpersonal, occupational, and socio-political problems.

2.0 problem definition: ability to analyze problems into constitutent elements (goals/objectives, facts, opinions, values, assumptions, beliefs, emotions, etc.) and to describe their interrelationships.

3.0 missing information identification and acquisition: ability to recognize needed information, to classify the information in access terms (i.e., in terms of library organization), to locate such information (see Library Skills under "Information and Communication Skills").

4.0 solution generation: ability to generate a wide range of solutions without regard to feasibility or constraints.

5.0 projection of possible and probable consequences of solutions.

6.0 solution selection: ability to evaluate solutions in terms of pragmatic constraints and projected consequences.

Evaluation:

The student shall with faculty approval select, analyze, and solve conceptually, one each of an interpersonal, occupational, and socio-political problem. Demonstration may be in writing, by oral report, by role playing or use of nonwritten materials.

THE HISTORY COMPETENCY PROJECT AT SANGAMON STATE UNIVERSITY
AN EVALUATION REPORT

By Robert G. Stakenas
The Florida State University

Introduction

My first acquaintance with the History Competency Project at Sangamon State University was experienced through reading documents which described the intent and progress of the effort. The documents were well written and possessed an appealing literary style. Moreover, these materials contained statements that seemed to indicate a clearly emerging awareness of problems associated with conceptualizing competencies in the liberal arts in general, and the discipline of history in particular. The actual competency statements themselves, on the other hand, seemed somewhat bland by comparison. Portions of the competency statements looked more like a listing of content to be acquired rather than a description of a desired competency-based outcome. Most other portions contained statements that were technically appropriate and at desirable levels of higher mental processes.

Since preliminary reading of project documents, I have been able to interact with a least a dozen individuals associated with the project including faculty members, the instructional developer, and students. On the basis of this personal contact, I have concluded that the written documents do not adequately convey the intellectual richness and enthusiasm which permeates this project when it is observed first hand. This is by way of saying that the Fund for the Improvement of Postsecondary

Education (FIPSE), in my opinion, chose wisely when it decided to support the Sangamon State University History Competency Project.

In addition to the quality of the faculty that I had an opportunity to meet, I found the conceptualization of the competencies and the underlying rationale (as revealed to me through discussion) for the B.A. program in history to be an intellectually rich and logically sound way in which to describe and to think about liberal studies and their relationship to a particular discipline. As stated earlier, the intellectual richness and rigor were not particularly evident to me in the written documents which described the project. It may well be that a print representation of an abstract conception of liberal studies, when juxtaposed with statements in competency terms, can never convey the same feelings and depth of meaning that one can achieve through face-to-face contact. Moreover, the faculty's decision to move broadly into the liberal studies, rather than narrowly in terms of the unique aspects of history as a discipline, has been justified by the apparent wholeness and unity of the curriculum concept achieved to date.

Given the intellectual richness and intellectual appeal of the History Competency Project, several future-oriented questions come to mind. Can the present conception be translated into workable teaching/learning strategies and assessments? How widely understood is this conceptualization of history and liberal arts competence among all of the history faculty? Among faculty in other disciplines? Among administrators at Sangamon State? Are the operational implications of a competency-based curriculum really clear to the project staff? Is a competency-based curriculum compatible with a course-based

curriculum? What changes in faculty role behavior will be required by a competency-based program? Whether or not the History Competency Project will attain its full potential will depend on how each of these questions is resolved. The remainder of this report will attempt to analyze the present status of the project in relation to these and other critical questions. A formative evaluation done in this manner will, hopefully, provide the basis for more effective planning and decision making in both the short and the long term.

The Need to Analyze Assumptions Underlying Competency-Based Education

A careful analysis of early essays on the subject of competency-based education would tend to show an emphasis on the desirability and the efficacy of granting degrees or credits on the basis of demonstrated proficiency rather than time served. Less evident are assumptions and implications that address operational considerations such as changes in faculty roles, the need for time-variable programming, and the need for nontraditional teaching/learning strategies. Let's consider some pertinent examples.

Can the goal of a three year B.A. program be met by a competency-based curriculum? The answer to this question can only be a non sequitur given birth by the miscegenation of mixed metaphors. In more plain language, the question begins with the assumption that a B.A. degree should be defined in terms of time units. Because this has been true in traditional higher education for many, many years, it leads us to ponder whether or not the time served can be shortened. Competency-based

education, on the other hand, begins with an entirely different assumption: degrees are to be awarded on the basis of demonstrated attainment regardless of the time taken to acquire the necessary skill. Now that we have broken free of the time constraint, we are forced to identify or to derive the desired competencies on the basis of underlying academic and/or social values. However, we may find it difficult, if not impossible, to compare outcomes generated by these differing approaches because the competency-based outcomes may be radically different from time-based outcomes. If the outcomes are not comparable, then how can they be equated? But there are other reasons for the non sequitur, also.

Because of the explicitness required by competency-based curricula, we often discover gaps in conventional programs. As a result, competency-based programs often turn out to be more comprehensive and more demanding than time-based programs. Thus, if acceleration is to occur in competency-based instruction, it will occur because: (1) learners are freed of the time base and therefore can proceed at their own rate (which could be faster or slower); or (2) they can obtain credit by examination for skills learned elsewhere.

My reasons for raising these issues are two fold: (1) to draw attention to the essential contradiction between time-based instruction and competency-based learning; and (2) to urge you to reassess the feasibility of expecting to shorten a 4 year B.A. degree to a 3 year B.A. degree using competency-based curricula as the means. This is not to say that it would be impossible. Rather, student progress and quality of student performance should be analyzed carefully to determine

whether you can validly claim that you have in fact achieved a 3 year program for the "typical student." If you have not, then the "truth in packaging" axiom should be applied.

Are time-based instructional strategies compatible with competency-based instructional strategies? Most competency-based education projects encounter a dilemma early on. Defining competencies, designing assessment strategies, and developing effective learning packages usually turn out to be much more demanding and time-consuming than originally anticipated. As a result, implementation deadlines arrive without having instructional and assessment systems fully in hand. The tendency is to keep the program moving by arguing that if faculty teach courses using competency statements for objectives and the assessment procedures as defined by the competency curriculum, then the final result will be the same. This, of course, may be partially true but only if certain assumptions are met. The first assumption is that the instructor will gear his own activity toward helping the students acquire the desired competencies. However, in order to do this, he must stop teaching in the traditional manner, i.e., by lecturing or by directing student activity most of the time. If the flow of student learning activity becomes paced by the instructor, then the time variable advantage of competency-based education is lost.

Put another way, competency-based instruction is predesigned instruction which must satisfy certain basic conditions. The foremost condition is that there be logical consistency between objectives, learning materials, and assessment procedures. Predesigned instruction implies that these three components have been checked for logical

consistency. In addition, predesigned instruction also implies that alternative instruction strategies have been considered and the most effective one chosen on the basis of its logical consistency with objectives and assessment procedures. This is not likely to be the case in an instructor-led, group-based course. The choice of instructional strategy has been made by default and will no doubt feature "teacher as teller" and/or "teacher as discussion leader." Lastly, instructor-led, group-based courses compromise time flexibility and adaptability to individual learning rates and therefore work against more efficient use of time. If a course is scheduled to meet three times per week for 15 weeks, activities will be planned so that the time requirement is met even though time needed by students to acquire and to demonstrate required competencies could be much less than that.

The important point here is that falling back on the familiar, comfortable course-based instructional format may help you buy time as you attempt to design competencies, assessment strategies, and learning activities. But in doing so, you may actually retard your progress in achieving a true time-variable, competency-based instructional program. Put another way, an instructor-led, group-paced course compromises the potential of a competency-based curriculum. This is not to imply that teachers should stop "telling" or "leading discussions" in competency-based education. They should "tell" and "lead" but only when these are the most suitable alternatives for attaining a given competency or enabling skill. Finally, instructor-led courses limit your ability to provide nontraditional instruction on the student's terms. My bias

should be fairly evident by now: Students in the competency program should have a clear option that will, in fact, free them from conventional course structures.

Instructor role shifts required by competency-based curricula. Have you implicitly assumed that faculty under a competency-based curriculum will continue to behave much as they have done under a traditional time-based curriculum? My reason for asking th s question stems from a number of observations which have led me to perceive that you have not systematically analyzed the operational implications of a competency-based curriculum.

First of all, when instruction is discussed in project documents, it is usually done in the context of courses and team teaching. Secondly, the advising colloquium is essentially a time-based, instructor-led activity. Thirdly, there seems to be little evidence regarding the design or preparation of individualized learning packages.

Reading between the lines, I suspect that you have been so busy conceptualizing history and liberal arts competencies that operational issues and procedural matters have not had an opportunity to become salient concerns. Now that your competence statements have been explicated, however, you need to examine the philosophical and operational implications of a competence curriculum vis-a-vis instructor roles. Let me pose some questions to stimulate your inquiry.

1. Does a competency-based program need to be time-variable in order to be logically consistent with underlying premises?
2. Does a competency-based program need to be individualized in order to be logically consistent with underlying premises?

3. If the responses to questions 1 and 2 are affirmative, will a time-variable, individualized curriculum require significant role shifts on the part of history faculty?

Faculty role shifts required by a time-variable, competency-based curriculum are not difficult to deduce. Some of the shifts could be characterized as follows.

From purveyor of information to designer of learning packages and facilitator of learning under carefully predesigned conditions.

From academic advisor to mentor who helps a student judge whether or not she/he is ready to stand specific competency assessments, identify deficiencies needing remediation, tutor specific substantive or skill problems, refer students to other faculty for tutoring assistance, etc.

From evaluator of one's own students to evaluator of students of other faculty.

If faculty are to function effectively in new roles implied by a time-variable, competency-based curriculum it seems clear that they will have to undergo specific kinds of faculty development much of which would be done in collaboration with Sangamon's Instructional Development Office.

Although, it is not directly related to faculty role change, another question which the history faculty will need to consciously consider is:

4. Given the unique discontinuities which a time-variable, competency-based curriculum may create for many students, will the history faculty, therefore, need to maintain a traditional, time-based program for some majors and most nonmajors?

Student advising in competency-based education. I have reservations regarding the advising colloquium's effectiveness in aiding student progress. I pursued this issue with two current students. Judging from their comments, it seems clear that a student c nnot go through the B.A. competency program without a great deal of clarification of competencies and guidance. Moreover, one of the students felt that the advising colloquium was not fully effective because: (1) faculty did not follow through on issues that were raised; (2) faculty tended to move ahead faster than the students were able to follow. Point number two (2) suggests that faculty did what faculty usually do--they take the initiative to insure that "relevant content" is covered.

Once again we come hard up against the basic issue of using a group-based approach to deal with a problem that is essentially individualized and therefore, time-variable. Due to differences in student background experiences, learning rates, and substantive interests, few students would display the same specific problem at the same time. Yet this appears to be a basic premise of a group-based approach. Faculty need to be oriented to the purposes and techniques of "advising" students about the meaning of competencies and how to approach students as individuals rather than as a class. (This is another one of those role shift problems which faculty need help with.)

Documenting Competencies, Assessment Procedures, and Learning Packages to Insure Transferability

The operation of an instructional program can be greatly facilitated if materials and procedures exist in clearly documented form.

Moreover, procedures which are in clearly documented (i.e., printed) form are more readily transferable to others desiring to know about or to use a given method or procedure. Why this is the case will be taken up in the discussion which follows.

Translation of competencies into instruction and assessment. Although this project has made an effort to state required competencies in written form, the quality and quantity of the documentation and description varies a great deal from one section of the competencies to another. Formal properties of competency statments are not at issue here. What is at issue is the verbal clarity of statements that faculty and students are to understand and to apply. If competency statements, assessment procedures, and learning materials are not clearly stated in printed form, then several undesirable outcomes could occur: (1) teaching/learning activities may be inefficient and not particularly effective because the procedures used may not be logically consistent with each other; (2) students may obtain differing interpretations of competencies and assessment procedures and standards from different faculty if documentation is vague or nonexistent; (3) students may come to depend unnecessarily on oral explanations by faculty thus resulting in less than optimal use of faculty time and retardation of student progress.

The long term success and dissemination of the History Competency Project, then, will depend on the careful writing and production of a print document which describes the competencies, assessment procedures, and the instructional materials and/or procedures for acquiring the competencies. Without an effective written document describing these three fundamental elements, the diffusion and operation of the program

will have to depend on an oral tradition which is neither efficient nor particularly effective. Thus, a comprehensive student/faculty manual will be the principal means through which faculty at community colleges and within the history program at SSU will have ready access to the concepts and the means of the program. In addition, students will be able to begin and move toward satisfying competencies more quickly because the presence of a faculty member will not always be needed to describe what is to be done. I suspect that the advising colloquium was created in large part to meet this student need, and, as a short term solution, may have been the only feasible alternative. In the long run, however, a carefully written student/faculty manual describing competencies, assessments, and learning packages will be the critical element which will coordinate dissemination and implementation efforts of faculty and students.

In summary, a useful student/faculty study guide should:

1. Let the student know the goals of the program;
2. Let him/her know (a) what knowledge and competencies he/she is responsible for and (b) how he/she will be expected to demonstrate them;
3. Let the student know how the final grade will be determined;
4. Let the student know the equivalency of a specific competency and comparable course credit;
5. Let the student know (a) where to begin and (b) where to go next;
6. Let the student know how to access needed learning materials, etc.;
7. Let the student know what, if any, learning options are open;

8. Provide content or learning aids not available in any other place or form.

Need for Systematic Planning and Coordinated Project Management

The myriad of details required to prepare and implement a competency-based degree program should be evident to you. Now that competency statements are taking shape, effective implementation will require detailed specification of what remains to be done in each competency area, developing assessment procedures, and training faculty to serve as assessors or jury members.

The ambiguity involved in deducing competency statements may have been a curse and a blessing this past year. When issues are ambiguous, delays can often be rationalized as time needed for reflection and penetrating analysis. The ambiguity of early stages is a curse in that progress is so painfully slow and frustrating; it is a blessing because there is no standard available for judging whether progress is behind schedule, ahead of schedule, or on schedule. Now, however, conceptualization and issue identification have developed well enough so that steps remaining to be done are more evident both in substance and in terms of time demand.

Work patterns and strategies that were appropriate, or at least acceptable, in 1974-75 will probably not be adequate in 1975-76 if the project is to stay on schedule and adequately test its conceptual basis. Instructional development tasks needing to be done include:

1. Elaborate in writing each competency statement so that faculty and students can comprehend it;

2. Design assessment procedures for each competency statement;
3. Develop jury strategies and train all faculty involved to use them;
4. Develop learning packages so that students who are on- or off-campus can proceed to acquire competencies without need for frequent contact with faculty;
5. Clarify purposes of mentoring (i.e., advising) and train faculty how to do it;
6. Develop a media or materials selection model for creating learning packages (e.g., given a specific competency statement can it be learned most effectively through: reading print? hearing a lecture? participating in a discussion? choice from a reading list? other nonprint media? or some combination of the foregoing alternatives?);
7. Define what would appear to be the proper relationship between competencies and individualized learning packages, between competencies and specific courses;
8. Publish a student/faculty manual which contains information about items 1-7.

Each of the activities listed above (and any others you wish to add) should be incorporated into time-line charts that will identify targeted beginning and ending dates. The time-line chart should also reflect logical sequencing of activities and identify who is to be responsible for what. Lastly, someone should monitor actual progress and compare it to the projected time-line to see if things are being

completed as expected. If tasks fall behind schedule, readjustments have to be made.

Creating time-lines is often a traumatic experience because it makes explicit all tasks needing to be completed. How in the world will all of the needed work ever get done? Failure to be explicit, however, is a sure way to allow progress to depend on hit or miss task assignments and results in the loss of precious time. Preplanning and skillful management will be the key to getting all the work done that needs to be done in 1975-76.

The History Project's Need for Institutional Visibility and Support

On several occasions comments were made by Sangamon faculty which suggested that the History Project was simply being tolerated by the upper administration. There seems to be evidence to support this. The administration seems to be preoccupied with its own concerns given indications of pressures from within and pressures from without as reported in Sangamon's Self-Study Reports.

If this perception is correct, then steps need to be taken to make the implications of competency-based education more salient in the minds of the central administration. For without an understanding of and commitment to competency-based education at all levels of the institution, diffusion of this curricular concept within the institution is likely to be greatly impeded.

One possible means for establishing a communications link between the project and the upper administration would be to create an advisory

group for the History Project. Its membership should include someone (or two) at the dean's level, some program coordinators in prestigious academic areas, and some faculty. The purpose of this group would be to serve as a sounding board and as a legitimizing agent. That is, prior to making requests for policy changes that might require changing the transcript or other relevant academic policy, the proposed changes should be shared with the advisory group to obtain their "advice" before going to the actual decision making person or body that will have to pass on the request.

Another purpose for this group could be to serve as an internal jury to judge the worth of the new program. The History Project would provide the advisory group with whatever evidence it requested.

By having a key dean or two and other officers high in the administration on the advisory panel, you not only begin to develop broadly based legitimacy but also a group of prestigious individuals who can serve as informants (and hopefully as advocates for your project) to the central administration. Remember that several of them should be chosen because of their access to the top levels of the SSU administration. Also, given your desire to link with the community colleges, an officer from Lincoln Land or ICC would be an appropriate choice for membership on the advisory group.

An advisory group with the proper makeup could provide the History Project with the visibility, legitimacy, credibility, and advocacy it will need if it is to be effectively disseminated into other programs within the university.

Institutionalization of Instructional Support Services

Stabilizing the fate of the Instructional Development Office. I am troubled by structural instability of the organizational location of your Instructional Development Office. The fact that it is being moved frequently is suggestive of several symptoms. One is that higher level administrators do not understand the purposes of the Office and how it relates to the goals of the University. If key administrators do not understand how the Office can directly support instructional and academic programs, then they are not likely to be strong supporters or advocates for it. Another possibility is that key administrators understand the purpose of the unit but do not value what it stands for. In all likelihood, commitment to support the unit will stem from a clear understanding of what instructional development is and a firmly held belief that the IDO can really help the faculty to achieve the University's mission.

In any event, I urge you to determine who is an outspoken advocate for the IDO. If you can name none, then you need to begin cultivating the most prestigious and most powerful ones you can find. IDO personnel also need to determine whether or not key decision makers understand the purposes of the unit and how these purposes can be achieved. If these decision makers presently do not understand the IDO's mission, then IDO staff will have to take whatever time is needed to "educate" these decision makers. If IDO staff members have not been doing so, they need to begin to brief and update their supervising officer on a regular basis. They should try to show how the IDO will make a difference in the short and the long term.

The IDO may also have to broaden its project base. If all or most of its efforts go into the History Project, other programs may come to perceive that the IDO is off-limits to them, one or two projects in some other key areas could help to broaden the IDO's power base and the number of advocates who will defend and support it.

I would like to urge IDO staff to review the Proposed Guidelines for Programs and Clusters to identify responsibilities assigned either to the VPAA or to the Dean of Academic Programs. The purpose of the review would be to identify proposed responsibilities for these two officers which the IDO logically and technically could service. Examples of this would be:

> Item D.1, page 5 - "Maintaining and improving the quality of Program faculty performance . . ."
>
> Item D.2, page 5 - "Preparing faculty growth and development plans that define the program and individual faculty member needs . . ."
>
> Item 1.(a), Job Description of DAP - ". . . lead degree programs and faculty in planning and co-ordinating program curriculum, courses of study, and methods of instruction . . ."
>
> Item 3, Job Description of DAP - ". . . foster faculty development . . ."

I believe the most logical place for the IDO would be under either the VPAA or the DAP because an IDO needs legitimization and support from this level if it is to have any impact. Moreover, by locating the IDO under one of these officers, the IDO can assist him to plan and carry

out large scale programs of faculty development, curriculum revision, etc. One of the drawbacks of getting involved in this kind of support would be having to spend more time on administrative tasks in contrast to instructional development tasks dealing with projects such as History. However, this may be a necessary trade-off in order to institutionalize the IDO in a place that can allow this unit to really make a difference. Whatever you do, don't just sit back and expect someone else to do your talking for you.

Institutionalization of other support services. If the History Competency Project and others like it are to flourish, they will need to be supported by a multimedia learning resource center which is capable of delivering individualized instruction, and an assessment center which administers individualized tests on student demand. Whether or not the present LRC should expand to accommodate one or both of these functions should be debated. Right now, my understanding is that LRC staff see their primary mission as one of providing remedial instruction in basic skills. This is a legitimate and important purpose and, if well done, should create a large student and faculty demand. If so, then there will be insufficient time to distribute multimedia materials in other content areas or to handle individualized testing. Only the most committed faculty will choose to implement individualized assessment if they or their program must be directly responsible for implementation.

An assessment center and broadly conceptualized LRC would also be needed support mechanisms for any serious attempt to increase nontraditional study--one of the mandates of SSU.

If the University is serious about its mandates, then careful planning needs to be done to ascertain the kinds of support requirements

that will be needed by faculty in order to meet them; and support usually translates into manpower and equipment. Given the state of austerity in American higher education, providing support ser ices for nontraditional forms of study such as external and/or competency-based degree programs will require careful scrutiny of priorities and conscious resource allocation to honor them.

Conceptualization of a Dissemination Process for Sangamon State University

On several occasions during my visit to Sangamon State University in June, Len Adams expressed concerns about how to go about disseminating the concept of a competency-based curriculum since this was one of the commitments made under the FIPSE grant. Len's comments also suggested that the History Project staff had not conceptualized a model for disseminating project results.

The study of innovation and diffusion in education is of relatively recent origin. There are some excellent writings now available and I will recommend them to you with annotated comments. A careful reading and synthesis of their contents should help you design some sound strategies for motivating other faculty to do what you have done.

I have attempted to develop an analytic model for planning diffusion strategies and have attached an outline of it for your use. Please note that the model relies heavily on the writings of Everett M. Rogers. The concepts which I felt most important were those dealing with: (1) availability of a tangible prototype as the object of diffusion; (2) analysis of norms and rewards affecting potential adopters; (3) the nature of the social system involved; (4) and the use of

legitimate authority. As you review this two level strategy, please bear in mind that it was developed for a large, somewhat research and publications oriented university during a time of relative affluence. On the other hand, I believe the analytic strategy is sound and, if done carefully, should help you to analyze your situation at SSU and to evolve a strategy that is more closely tied to your circumstances. Now for the other references.

1. Everett M. Rogers. "The Communication of Innovations in a Complex Institution." Educational Record, Winter 1968, pp. 67-77.

In this paper, Rogers applies his model to colleges and universities in general. It is a very readable paper but may lack sufficient detail concerning specific concepts. A thorough discussion of these concepts can be found in the publication by Rogers and Shoemaker listed next.

2. Everett M. Rogers and F. Floyd Shoemaker. Communication of Innovations: A Cross-Cultural Approach (2nd Ed.). New York: Free Press, 1971.

The authors review many research studies dealing with different kinds of innovations. Although there are few studies reported on the diffusion of innovations in education, the reader can begin to get a good feel for critical variables which can affect the adoption of an innovation. The discussion of characteristics of innovations is extremely useful for analyzing their potential for diffusion. Basic concepts include: relative advantage; compatibility; observability; complexity; and trialability. This chapter is a must for anyone seriously considering the design of a dissemination strategy.

3. H. G. Barnett. Innovation: The Basis of Cultural Change. McGraw-Hill, 1953. (Now available in paperback)

Barnett's book identifies many concepts which Rogers and Shoemaker build on in their text. The book is written from the perspective of an anthropologist; this provides a contextual richness which is v luable. The discussion of the need for a prototype is especially important. However, the reader is left to create his own systematic model

4. John Pincus. "Incentives for Innovation in the Public Schools." Review of Educational Research. Winter 1974, Vol. 44, No. 1, pp. 113-144.

This is one of the few attempts to analyze barriers and incentives to innovation in education. The author's conclusions are sobering and should encourage you to do some hardnosed reality testing as you develop your own strategy for diffusion.

5. Ronald G. Havelock. The Change Agent's Guide to Innovation in Education. Educational Technology Publications, 1973.

I have included this reference because it describes and discusses technical roles that are needed in the diffusion process. This selection would be highly relevant for Judd Adams and others in the Instructional Development Office.

A final note of caution is in order. If you want to begin your diffusion strategy from strength, you will need to have a tangible prototype for others to observe. Selling an idea is much more difficult than selling a concrete example of that idea. This is another reason why you need to complete documenting competencies, learning packages, and assessment procedures (as discussed earlier) before launching a

diffusion campaign. I believe you will also need to have many more students enter and complete the program in order to be in a defensible position. If not, what will you say if someone asks, "How do the students like your competency-based program? How many typica ly enroll?" These are questions that speak to the issue of relative advantage. Why should anyone do all the work needed to create a competency-based program if few students enroll?

The History Competency Project's Assets

The tone of this report would not be balanced without a resume of the assets which I believe the project possesses. First of all, there is the intellectual quality of the faculty associated with the project. This includes both historians and instructional developers. Secondly, the conceptualization of liberal arts competencies and their relationship to the field of history appears to be intellectually rich and intellectually rigorous. As such, this conceptualization will provide a sound basis, for this project and future projects elsewhere, for program design and development. Although much remains to be done, the progress todate is highly commendable in my opinion.

The institutional setting and components within it also should be viewed as assets. The History Project has a lot going for it because of the mission assigned to Sangamon State University. This includes the high priority assigned to teaching as well as mandates referred to in self-study reports and the Long Range Academic Plan. Mandates which you can legitimately cite in support of your project include: (1) promotion

and implementation of educational innovation and nontraditional study; (2) establishing productive linkages with community colleges; (3) integration of the liberal and practical arts.

The North Central Association visitation team expressed concern about maintaining standards of quality because of open admissions and other factors. Your project has an opportunity to address this issue in a number of ways; and if you provide an acceptable response, you can parlay that into an asset.

The project has demonstrated resourcefulness in its attempts to problem solve. I believe this to be true for at least two reasons: (1) project staff are open-minded and of an inquiring nature; (2) they have taken opportunities to see other projects, to attend conferences, and to search the literature. (Observation of other projects should be continued if at all possible.)

The project has funds provided by FIPSE to enable it to do things, such as course and assessment design, that ordinarily cannot be done due to a lack of time. (These are scarce resources--use them wisely so that you have a tangible inheritance of materials and documented procedures when these funds are no longer available.)

And finally, Sangamon State University has established instructional support units which are essential for the design and implementation of competency-based education. Here I am referring to the Instructional Development Office and the Learning Resource Center. Although these units are minimally staffed, they nonetheless provide invaluable support that will be essential for short term success; and just as important,

they provide a precedent for the future should competency-based education take hold and begin to flourish.

Conclusion

Given the assets described above, I am hopeful that FIPSE will see fit to fund your efforts again. In my opinion, the progress achieved todate is clearly worthy of continued support.

Signed: Robert G. Stakenas

August 13, 1975

Attachment: One

A STRATEGY FOR CHANGE IN HIGHER EDUCATION[1]

R.G. Stakenas
Florida State University

BACKGROUND OF THE PROBLEM

Why a desire for change in higher education?

Criticism and withdrawal of public support
Evaluation and research suggest that present form is no longer adequate
An Observation: The University is like a rudderless ship going out to open sea at full speed. How can we change its course?

The objective:

To enable faculty to apply the systems approach to designing instruction and use instructional technology (where appropriate) to reach desired, socially relevant goals.

Rogers' stages in the innovation decision process[2]:

1		2		3		4		5
awareness of a new idea	→	interest in it	→	evaluation (gaining a favorable attitude)	→	small scale trial	→	adoption or rejection

Rogers' key elements:

(1) an innovation
(2) communicated
(3) to members of a social system
(4) who adopt it over a period time

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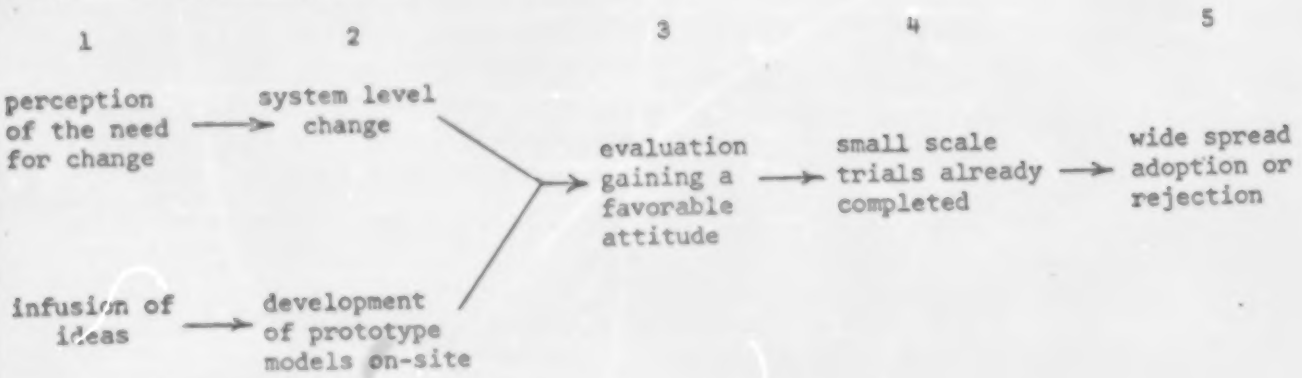
1 Symposium: Planned Change in Higher Education. Presented at the annual meetings of the National Society for Programmed Instruction, New Orleans, La., March 16, 1972.

2 Everett M. Rogers. "The Communication of Innovations in a Complex Institution." Educational Record, Winter 1968, pp. 67-77.

Modification of Rogers' stages to include phases for system level change and the innovation decision process:



RELEVANT PRINCIPLES AND ANALYSIS

Principle One: If the innovation does not require the individual to violate traditional beliefs and normative behavior patterns of the social systems of which he is a member, then adoption of the innovation is a personal decision and he is the direct target for change (e.g., choice of a text book, use of AV equipment on a voluntary basis, etc.).

Principle Two: If the innovation requires the individual to violate traditional beliefs and normative behavior patterns of the social systems of which he is a member, then adoption of innovation will be mediated by these social systems; therefore, the social systems become the direct target for change.

Analysis of the situation:

The Innovation Desired	The Individual Involved: The Professor	The System Involved: The University	Prediction
Application of the systems approach and instructional technology to teaching and learning on a campus-wide basis	Tradition of being the expert Conflicting loyalties to: the discipline; the department; the university Tradition of academic freedom Autonomy in goal setting Human needs for prestige and status Belief that the classroom is private and sacrosanct	Lack of role differentiation: teaching; research; service Reluctance to apply strong influence on individuals to work cooperatively toward consensual goals Stated reward system supportive of research and publication*	Given the nature of the innovation, characteristics of the individuals, the traditions, and the social system, do you predict ready or reluctant adoption of the innovation?

Conclusion: Campus-wide adoption will require system level change that is supportive of individual faculty member change and adoption.

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* Logan Wilson, "The Professor and His Roles." He estimates that except in a few leading institutions 10% of the faculty account for 90% of all research and publication. A recent survey at Florida State University reported that 60% of the faculty say that the single most important factor keeping them from improving instruction is lack of time due to other responsibilities; 20% said that their departments would not reward them for course improvement.

III. A TWO LEVEL STRATEGY FOR CHANGE: PROMOTING SYSTEM CHANGE TO PROMOTE ADOPTION OF INNOVATION

Assumption: System change requires potent use of legitimate authority

Level One: System Change ⟶ Use of Legitimate Authority by the Administration

	Undesirable	Desirable
Level Two: Infusion		
Infusion of new ideas and development and evaluation of prototypes ⟶	Apply pressure to adopt innovation by administrative fiat	Apply pressure for change at the policy level, e.g., new grading systems, credit by exam, evaluation of faculty, rewards for teaching, etc.
	↓	↓
	Many instances of poor goodness-of-fit due to premature decisions and administrative pressure to innovate	Apply pressure for role differentiation
	↓	↓
	Surviellance required to maintain permanence of adoptions	Allocate resources to support role differentiation including prestige and material rewards
	↓	↓
	Research and development of prototypes with daring innovative faculty ⟶	Provide resources to develop and evaluate prototypes and to support adoption
	↓	↓
	Discrete limited adoption	Campus-wide adoption

IV. OPERATIONAL CONSIDERATIONS

Rogers' recommendations: Establish and legitimize a self-renewal unit*

Requirements for this unit:

1. Organizationally tied to the central administration, i.e., chief officer be a vice president or report directly to a vice president.

2. Possess adequate time and resources to develop and diffuse prototypes.

3. Have the complete support of the central administration

Related issues:

The self-renewal unit should contain two professional roles: (1) instructional developer; (2) evaluator.

To maintain credibility with administrators, these professionals need to know, think, and speak the management game; be able to generate resource allocation alternatives; assess cost-effectiveness; know the nature of academic policy; know how to work around the no-no's in academia; function effectively in a political arena when necessary.

A suggested starting place with potential for high payoff: The high enrollment course

1. Instructional problems most prevalent here. Logisitics involved in guiding, testing, evaluating, reinforcing, and tutoring many students.

2. Greater return for the investment both to students and the resources invested in the development project.

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*Several such units already exist. They can be found at Syracuse, Michigan State, Michigan, Florida State, Brigham Young, McGill, Northeastern University, just to mention a few. It would be interesting to know how many of them are tied closely to the central administration and are working on problems of system change.

EXAMPLE OF IN-COURSE COMPETENCY DEVELOPMENT

General Breakdown, History 250
Spring, 1975

Weeks

#1	Course introduction, discussion on methods, purpose of history
#2	Introduction to "contemporary" history themes and library
#3-11	a. Organized summary, and comparison and contrast of Cochran & Miller and Von Laue b. Time discussions c. Nugent assignments d. Tests: week 5 or 6, a summary of Cochran and/or Von Laue week 11 or 12, a comparison and contrast of Cochran and Von Laue e. Compilation of bibliography on topic of student's choice, due 12th week
#12-16	a. Discussions of themes raise by Barraclough b. Time discussions c. Essay on students' topics, due week 14 d. Test: week 15, over Barraclough themes and their relationship to Time, Cochran, and Von Laue
#16	Course review, grades, status reports (+ final week)

* * *

GENERAL INFORMATION:

31 class meetings (+ final exam period).

Proposed 15 trips to ICC by SSU

Readings: Nugent, Creative History
Cochran and Miller, The Age of Enterprise
Von Laue, Why Lenin? Why Stalin
Barraclough, An Introduction to Contemporary History

Time magazine

Student assignments (written):

1. Nugent projects
2. Book review summaries - 3 (½ page)
3. Book critiques - 3 (1 page)
4. Essay examinations - 3
5. "Annotated" bibliography
6. Short "research" essay (c. 6 pages)

ROOTS OF CONTEMPORARY HISTORY (ICC)

Spring 1975

"Competences" Essential to the Study of History

The student will demonstrate proficiency in the following areas:

1. Research and analytical skills

   a. Use of the library
      -card catalogue
      -periodicals indexes
      -bibliographies and other reference materials
      -government documents
      -interlibrary loans

   b. Analysis of secondary sources
      -delineate theses
      -test validity of conclusions
         -weigh paradoxical evidence
         -examine sources
      -test the author's objectivity
      -indicate place of work in the historiography of the topic
      -(for some students this area will have to include work on basic reading techniques: outlining, "digging", questioning)

   c. Analysis of primary sources (letters, diaries, memoirs, government publications, artifacts, voting statistics, etc.)
      -test these in context of existing secondary source interpretations
      -denote any paradoxes among the primary sources and resolve these paradoxes (if possible)

   d. Question Asking

2. Historical writing skills

   a. Special grammar problems
      -the past tense
      -the active voice

   b. Chronology as the fundamental organizational tool

   c. Essays (exam)

d. The various types of papers
   -book critique
   -bibliographic essay
   -research essay
   -research paper (thesis)
   -historical reporting (of contemporary events)

3. Historiography (European/American/Asian/Latin America)

   a. Apply this knowledge to secondary source analysis

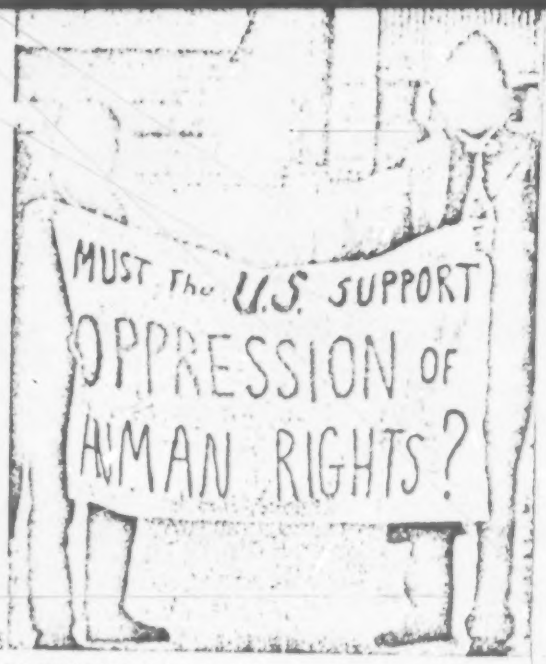
   b. Apply this in primary source analysis

   c. Apply this to own interpretations of historical events

4. Historical subject matter

   a. The events, topics, issues in the history of the world in the last three centuries

   b. Develop own interpretations of these by applying all of the above



U.S. MISSIONARIES PROTEST HANGINGS IN SEOUL

SOUTH KOREA

Eastern "Modifications"

South Korea's President Park Chung Hee has long maintained that Western-style democracy could only work in South Korea with certain Eastern "modifications." In recent weeks Park has given a graphic demonstration of what he means. After a brief period of relaxation during which some 148 political prisoners were released, repression has returned with a vengeance.

The crackdown began with the public hanging two weeks ago of eight South Koreans convicted of being Communists. Last year a military court sentenced the men to death for having conspired to overthrow the government by encouraging anti-Park demonstrations. Early this month the supreme court upheld the sentences, less than 24 hours later the men were executed.

At the same time, Park bore down on the chief centers of resistance to his government: the churches and universities. Three of Seoul's best-known Protestant ministers were arrested on vague charges of "misusing" some monetary contributions from West Germany. (Seven U.S. missionaries who donned hoods and nooses to protest the hangings were questioned by officials but later released.) Two dozen colleges and universities in and around Seoul were closed, and more than 200 students were arrested for urging Park's downfall. One student committed suicide by disemboweling himself on the campus of Seoul National University. He left behind a note to the President: "Do not mistake the silence of the masses as support for your regime."

The latest repressive measures reflect new elements of uncertainty within the Park government. South Korea was genuinely shocked that the U.S. did not intervene to prevent the collapse of South Viet Nam and Cambodia. Even though the U.S. still maintains 40,000 troops and keeps tactical nuclear weapons in the country for defense against a possible invasion, there is concern over the strength of the American commitment. Moreover, since 1971 the U.S. has given only $792 million of a promised $1.5 billion for modernizing Seoul's armed forces.

Beyond that there have been some unsettling encounters with the often jingoistic, saber-rattling North. Last month firefights broke out when two flotillas of North Korean patrol boats ventured along the South's coastline. Then, adding credence to the South Korean claim that the North's President Kim Il Sung is bent on aggression, two tunnels, apparently intended for use by North Korean guerrillas, were discovered in the southern half of the demilitarized zone that separates the two countries. Last week Park warned anew of an invasion by the North's 480,000-man army (the South's army totals 600,000) pointing out that Kim Il Sung was about to fly to Peking, where he is expected to ask for arms aid.

Acute Shortages. To dissidents in the South, Park's warnings are only an excuse to repress political activity. Said Kim Young Sam, 48, leader of the opposition Democratic Party: "Essentially, President Park's claim of an imminent military threat from the North is a subterfuge for ensuring the longevity of his regime." Kim Young Sam's judgment could land him a seven-year prison sentence under a law that forbids "slanderous or libelous remarks against the state" to foreign media. Yet many members of the Seoul establishment privately agree with him.

U.S. analysts also tend to minimize the likelihood of a North Korean military adventure. President Kim's economic policy has suffered from acute shortages of foreign currency. Furthermore, China, which would have to aid Kim in any invasion of the South, clearly does not want a costly war. It would not only tax the Chinese economy but would give the hated Soviets a chance to increase their influence in East Asia.

These arguments are clearly lost on Park, even though he is well aware that exactly 15 years ago last week massive student protests forced the overthrow of the dictatorial Syngman Rhee. Park might well strengthen his position by permitting some political liberalization. Most of the country's dissidents are strongly anti-Communist and ready to fight off a North Korean invasion. Sadly, members of Park's ruling Democratic Republican Party last week began debating still another addition to the country's internal security system: a new law that would impose stiff penalties on "ideological criminals."

ROOTS OF CONTEMPORARY HISTORY

Time Magazine Take Home Essay:
Analysis and evaluation of "South Korea: Eastern Modifications"

1. list and briefly define key words and concepts
2. list major facts and sources; distinguish public from private facts
3. list major opinions (of author)
4. state any conclusions made in article
5. state any conclusions you would draw from article
6. list the types of evidence used in article
7. list the types of evidence, if any, which should have been used in writing the article, but possibly were not covered
8. list the steps you would use to validate (determine the accuracy of) the facts in #2 above
9. what assumptions and values are reflected in the article
10. briefly, in 50 words or less, discuss the relation of the article to the themes in the course
11. what inference would you draw from
    (a) any accompanying photographs
    (b) location of the article in the magazine

You have solved most of the problems of overwriting and have used short clear sentences with only occasionally awkward phrasing. However, the major arguments do not seem to have been worked out. Premise one (1) needs more than a general statement that China had been changed drastically by its contact with the West. Other societies (India, Ceylon, Malaysia, Kenya, etc.) suffered from an even more direct Western impact but have not undergone revolution. Neither poverty alone nor Western intrusion alone created conditions for revolution. This section needs a specific treatment of the breakdown in society under Chiang's rule, and outline of political and economic and social weaknesses each with some measure of how far problems were from being solved by either Chiang's government or a better non-Communist one.

Premise 2 - You offer no evidence that Belden's conditions have been fulfilled. Where was the unrest? What is the evidence that large masses of people were desperate for change to occur?

Premise 3 - not discussed

Premise 4 - not discussed

On Vietnam - What are the indications that a society is "diseased"? Failure to reform land holding may be evidence of corruption, conservatism, wartime demands or a host of other reasons. By itself it is not evidence of a social breakdown. Lack of education may be a problem but it is not evidence of decay. The 1960 Coup was achieved by a small group. You could however claim that after the Coup people in large numbers displayed, at last, their hostility to Diem and joy at his overthrow.

The war created misery but what conditions created the war? What old or new situations did the Vietnamese leaders face? What did they cope with; where did they fail? What are the contradictions within the ruling groups? Between those groups and other groups in society? You seem to be stressing the war as an event, not a revolutionary struggle so it is not clear from your writing why Vietnam was chosen as a contrast to China.

This should be redone with more attention to following the question and analyzing each part and its implications, agreeing or disagreeing with Belden on the basis of the evidence.

[redacted]

In form and writing, this is a great improvement over your earlier essay. It is clear and concise. But you do not dig deeply enough into the assumptions you make, nor do you back up your generalizations sufficiently with factual evidence. In your rewrite try to flesh out your argument with <u>evidence</u> critical to your position.

I would argue a bit on your reduction of the Russian Revolution to a political coup, even in comparing it with the Chinese Revolution. But that is a matter of interpretation and definition.

Finally, I was somewhat unprepared by from our discussions for the point of view in this essay on Viet Nam. You sound more like Nina than I expected. Don't be intimidated by us "authorities."

Alvis

IMPORTANT - HISTORY ADDENDUM

FOR SPRING 1975

HIS 452 ROOTS OF CONTEMPORARY HISTORY II

Taught by: Chris Breiseth

The course will analyze several interpretations of world history, including theories regarding the origin of human society, the development of nation states and the increasing interdependence of the world's peoples. Readings include works by Karl Marx, Sigmund Freud, William McNeill, Barrington Moore, W.E.B. DuBois, Hanna Arendt and Akira Iriye.

Students should receive permission of the instructor.

History 452 ROOTS OF CONTEMPORARY HISTORY

Book List In Order of Reading

1. Karl Marx, Communist Manifesto
2. Sigmund Freud, Civilization and Its Discontents
3. Hannah Arendt, On Revolution
4. Barrington Moore, Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World
5. Akira Iriye, Across the Pacific
6. W.E.B. DuBois, The World and Africa
7. William McNeill, The Rise of the West

Summarize in chart or paragraph form the assumptions of Marx, Freud and Arendt on each of the following questions which are basic to any conception of history.

1. How do they define human nature and what is its potential? e.g., as rational, irrational, sinful, perfectible, imperfect?

2. How do they conceptualize the origins of formal or organized human society (from pre-history to history, pre-civilized to civilized, pre-political to political)?

3. How do they characterize the development of human institutions (social, political,economic, religious)?

4. How do they regard/interpret the political realm?

5. How do their understanding of their contemporary situations inform their answers to the questions above?

6. What is their view of the future?

7. Is their an equivalent of the divine absolute in their theories?

Roots of contemporary History, II

Take-home Essay: Due: Wednesday, March 19, 1975

Choose and compare any two of the national responses to the pressures for modernization presented by Moore and demonstrate the importance of the particular national traditions for determining the route to modernization actually taken. You will need to identify the overall thesis of Moore's interpretation and then show the particular weighting of different factors, e.g., economic, political, social, moral, geographical, psychological, in each nation's case.

1. The single most decisive geographical determinants in the initial development of the Chinese, Indian and Middle Eastern Civilizations were:

   a) mountain boundaries

   b) primeval forests

   c) plentiful rainfall

   d) river valleys

2. Match the individuals in Column A with the most appropriate item in Column B

A	B
a) Ashoka	(1) God-King, 2650 - 2500 B.C.
b) Hammurabi	(2) development of Monotheism CA 1380 B.C.
c) Iknaton	(3) destroys Jerusalem, deports Jews to Babylonia 586 B.C.
d) Nebuchadnezer	(4) Unified India 3rd century B.C.
e) Sargon	(5) Akkadian uniting Summeria by force about 2350 B.C.
f) Khafre	(6) first written code of law (ca) 1700 B.C.

3. List in chronological order the following broad developments of Mesopotamian civilization.

   a) temple ( )

   b) city-state ( )

   c) village ( )

   d) territorial empire ( )

4. Match the items in Column A with the correct item in Column B.

A	B
a) Persia	(1) Thebes
b) Assyria	(2) Mohenjo-daro
c) India	(3) Knossos
d) Egypt	(4) Ninevah
e) Crete	(5) Persepolis

5. Place the following in chronological order

a) Solomon ( )

b) Moses ( )

c) Abraham ( )

d) Mohammed ( )

e) Budda ( )

f) Jesus ( )

6. Match the religion in Column A with the scriptural literature in Column B

A	B
a) Hindusiasm	(1) Gathas
b) Zoroastrianism	(2) Torah
c) Buddhism	(3) Koran
d) Islam	(4) Darma Shastras
e) Judaism	(5) Avesta

7. Christianity, Mahayana Buddhism and _____ emerged into importance in the same period. (1st century B.C. to 1st century A.D.)

8. Which of the following were crossroads of the ecumene?

a) Carthage and Pompeii

b) Iran and Mesopotamia

c) Greece and Rome

d) Indus and Yangtze Valleys

9. Put the following in chronological order

a) cataphracts ( )

b) charioterrs ( )

c) Phalanx ( )

d) steppe cavalry ( )

10. Put the following leaders in chronological order and match with column B.

A	B
a) Julius Caesar	(1) Carthage, and Punic wars, 3rd century B.C.
b) Alexander the Great	(2) Persia, 5th Century B.C.
c) Hannibal	(3) Uniting Creco-macedonian world 4th CenturyB
d) Ardashir	(4) Hun, 5th Century A.D.
e) Clovis	(5) Franks 5th, 6th Century A.D.
f) Attila	(6) Military Master of China, 3rd Century B.C.
g) Shi Huang-Ti	(7) Rome, 1st Century B.C.
h) Xerxes	(8) Sassanid Dynasty founded, 3rd Century A.D.

11. Place in chronological order:

a) Plato ( )

b) Aristotle ( )

c) Socrates ( )

12. Organize the following in chronological order and match the work with the author.

a) Thucydides	1. The Iliad
b) Homer	2. The Peloponnesian Wars
c) Herodotus	3. History of the Persian Wars
d) Vergil	4. The Aeneid
e) Ssu-Ma Ch'ien	5. History of China

13. The leading non-military role in Eurasia from the 4th to 6th Century A.D. was played by:

a) Hellenic Greece

b) Roman Empire

c) Gupta Dynasty

d) Ireland

14. Knossos, Athens, Venice and Constantinople were similar in that each was:

a) a capital city of the world

b) a great city married to the sea

c) a victim of a massive natural holocaust

15. Put the following Chinese dynasties in chronological order

a) Mongol ( )

b) Han ( )

c) Ming ( )

d) Ching (Manchu) ( )

e) Sung ( )

16. Organize the following in chronological order and match the work with the author.

a) St. Thomas Aquinas

b) Maimonides

c) Al Ghazali

d) Thomas Hobbes

1. Leviathan
2. The Destruction of Philosophy
3. Summa Theologica
4. Guide to the Perplexed

17. Civilizations developed in the following river valleys in what chronological order?

a. Indus River ( )

b. Yangtze River ( )

c. Ganges River ( )

d. Tigrus Euphrates River ( )

f. Yellow River ( )

g. Mississippi River ( )

18. Put the following in chronological order and match.

a. Constantine ( )

b. Martin Luther ( )

c. St. Augustine ( )

d. Diocletian ( )

1. City of God
2. Council of Nicea
3. Divides Roman Empire
4. 95 Theses

19. Which of the following does not represent a major intellectual tradition in China?

a) Taoism

b) Buddhism

c) Islam

d) Confuciansism

20. The "Steppe peoples" played the major role in world history from 1000 - 1500 A.D. Which of the following (may be more than one) contribute to the lessening of their influence?

a) the introduction of firearms into Europe

b) advancements in cavalry warfare techniques

c) their conversion to Islam

d) the rise of sea-based commerce

21. Place in chronological order

a) the fall of Constantinople to Mohammed II ( )

b) the founding of Portuguese colonies in India ( )

c) the conversion of the Khans of Persia to Islam ( )

d) the ejection of the Monguls from China ( )

e) the King James translation of the Bible ( )

22. Place the following in chronological order

a) The Taiping Rebellion ( )

b) The Treaty of Westphalia ( )

c) The Seven Years War ( )

d) Establishment of Romanov dynasty ( )

23. Match items in Column A with appropriate item in Column B

A		B
a) Lamaism	( )	(1) Hinduisum
b) Sha'i	( )	(2) Buddhism
c) Tantrism	( )	(3) Christianity
d) Ch'an (Zen)	( )	(4) Islam
e) Coptic	( )	
f) Sunni	( )	

24. Place the following in chronological order and match titles with authors

a) Jean-Jacques Rousseau	( )	(1) The Origin of Species
b) John Locke	( )	(2) An Essay Concerning Human Understanding
c) Rene Descartes	( )	(3) The Social Contract
d) Charles Darwin	( )	(4) A Discourse on Method

25. The first Europeans to establish a colony in China were the _____.

26. T or F: The consolidation of Japan under the Tokugawa Shogunate coincided with the opening of Japan to Western commerce.

27. Place the following in chronological order

a) Newton ( )
b) Copernicus ( )
c) Galileo ( )
d) James Watts ( )
e) Albert Einstein ( )

28. Identify the nation or empire indicated by the following groups of individuals and place in chronological order the individuals listed.

A. _____

a) George III ( )
b) Charles II ( )
c) William and Mary ( )
d) Elizabeth I ( )

B. _____

a) Richeliew ( )
b) Henry IV ( )
c) Charlemagne ( )
d) Louis Philipe ( )

C. _____

a) Ivan IV ( )
b) Michael I ( )
c) Catherine II ( )
d) Nicholas II ( )

29. Match the city listed in Column A with the appropriate geographic region from Column B and identify the correct culture in Column C

A	B	C
Tiahuanaco	Peru	Inca
Mecca	Arabian peninsula	Mosleum
Tenochtitlan	Mexico	Aztec
Constantiople	Turkey	Byzantine
Ctesiphon	Iran	Sassanian

30. A united religious tradition capasle of accomodating radical economic and social change was a major importance in the rise of the West into a position of world dominance.

31. The Treaty of Nanking in 1842

a) Ended the Boxer Rebellions
b) Allowed the Jesuits to remain in China
c) Ceded Hong Kong to the British
d) Gave international guarantees for the "open door" policy.

EXAMPLE OF IN-COURSE COMPETENCY DEVELOPMENT

History 450 - Fall 1975

"France and England in Comparative Perspective"
Instructor: Chris Bresieth

Meeting Time: Mon. and Wed., 3:30 - 5:20

Books for Purchase:

1. Hugh Trevor-Roper, The Rise of Christian Europe,
2. G.E. Neale, The Age of Catherine De Medici,
3. C.V. Wedgewood, Richelieu and the French Monarchy
4. Christopher Hill, The Century of Revolution, 1605 - 1714
5. Jean Jacques Rousseau, The Social Contract and Discourse on the Origin of Inequality
6. Alexis De Tocqueville, The Old Regime and the French Revolution
7. Asa Briggs, Victorian People, A Reassessment of Persons and Themes
8. A.J.P. Taylor, Origins of the Second World War

The course will begin with Trevor-Roper's The Rise of Christian Europe to discover the emergence of Medieval Europe out of the so-called Dark Ages, thus providing the stage for understanding the feudal religious, social, political and economic structure on which the monarchical states of England and France were built. From J.E. Neale's, The Age of Catherine de Medici we will survey the impact of the Reformation and emergent capitalism on sixteenth century France with comparative reference to Elizabeth's England. Through C.V. Wedgewood's Richelieu and the French Monarchy we will pursue the French story into the mid-seventeenth story through the great Cardinal chief minister, Richelieu, whose raison d'etat led him to side with Protestant against Catholic monarchs in the Thirty Years War for the benefit of the French monarchy.

In the same seventeenth century we shall look at England through Christopher Hill's The Century of Revolution, to grasp the crucial emergence by the beginning of the eighteenth century of England as the dominant European power after successfully negotiating an economic and a political revolution, resulting in the triumph of Parliament over the Monarch.

We will interpret the European enlightenment through one of its major works, Rousseau's Social Contract, to set the stage for the French Revolution, the watershed event between the crumbling monarchical-feudal state and the triumphant nation-state which has dominated the world for nearly two centuries since. We will analyze the French Revolution through a classic nineteenth century interpretation, Tocqueville's The Old Regime and the French Revolution.

To see the post-revolutionary growth of parliamentary democracy in the two countries in the midst of industrialization and world power we shall turn to Victorian England in Asa Briggs' Victorian People. Finally, to grasp the twentieth century eclipse of England and France as world powers we shall read A.J.P. Taylor's The Origins of the Second World War with its close inspection of men and events in the crucial decade of the 1930's. Taylor's controversial interpretation will allow us to explore the relationship between great world historical forces and great individuals in our own century.

1. To ascertain the level of the student's writing and thinking skills, there will be (1) a one to one-and-one-half page (300 to 450 words) summary of a reading assignment in Trevor-Roper; (2) an analytical essay of similar length on Neale due at the beginning of the class in which the assignment is to be discussed; (3) an evaluative essay or critique of Wedgewood of similar length. There will be written directions for these short assignments.

2. There will be a take-home essay examination based on questions developed by the class participants at the conclusion of our reading and discussion of Hill's Century of Revolution, analyzing in comparative perspective essential characteristics of England and France from medieval to early modern time .

3. Each student will write an essay to be shared with the class comparing England and France on some aspect of particular interest to the student. While the essay will take its departure from course readings and class discussions, it will require some additional research and reading. An outline of the topic proposed,with bibliography, is due to the instructor in the tenth week and a draft is due at the end of the thirteenth week forpresentation and discussion during the last two weeks of the term. Where appropriate a revised final draft will be due on the last day of class.

The following outline of History Competencies is intended for several purposes: a) to indicate which competencies required for a B.A. in History will be emphasized directly and which indirectly in the course; b) to be the basis for your evaluation of the course and the instructor at the end of the term; c) to be the basis of his evaluation of your performance at the end of the term; d) to indicate the place of this course in your overall transcript of courses.

	Direct	Indirect
A. Contemporary World and Origins		
1. Ability to describe and analyze the major characteristics of the contemporary world		
1.1 political		✓
1.2 economic and technological		✓
1.3 physical/geographical/ecological		✓
1.4 social and demographic (class, sex, race, caste)		✓
1.5 bureaucratic		✓
1.6 legal		✓
1.7 religious		✓
1.8 education and other		✓
2. Ability to describe the major forces shaping the contemporary world and origins		
2.1 nationalism, war, revolution	✓	
2.2 industrialization, modernization, urbanization	✓	
2.3 colonialism, anti-colonialism, imperialism	✓	
2.4 class, sex, race, caste	✓	
3. Ability to extrapolate these major forces and their consequences into future		✓
4. Ability to analyze a major global event in terms of these forces	✓	
B. Functions of Culture		
1. Ability to describe in general terms the functions of formal and informal institutions.		
1.1 Social customs, ideologies, mores, taboos	✓	
1.2 artistic, literary & entertainment traditions	✓	
1.3 nature and use of language		✓
1.4 political	✓	
1.5 economic and technological	✓	
1.6 legal	✓	
1.7 bureaucratic	✓	
1.8 educational	✓	
1.9 religious	✓	
2. Ability to describe in specific terms the functions and interrelationships of the major formal and informal institutions for a particular nation or culture.	✓	
3. Ability to discuss the points of cultural similarity and dissimilarity between two cultures.	✓	

	Direct	Indirect
4. Ability to analyze a major national event or condition in terms of general and specific cultural functions.	✓	
C. Self Understanding		
1. Ability to recognize general (major) points of similarity and dissimilarity between one's own values and attitudes and those of prevailing societal norms and other social groups.		✓
2. Ability to assess one's values, attitudes strengths and weaknesses in terms of choosing (or changing or maintaining) a career, deep interpersonal relationship or other life choice.		✓
3. Ability to evaluate one's attitudes and beliefs in light of current knowledge resulting in identification of those attitudes and beliefs substantiated by current knowledge and those based upon myths and prejudices.		✓
D. Interdependence of Self and Culture: ability to discuss the cultural references to one's major attitudes, values, beliefs, etc. including reference to the ways culture legitimates various forms of prejudice.		✓
E. Information and Communication Skills		
1. Reading Skills: ability to read material critically and analytically		
1.1 recognize main idea or thesis	✓	
1.2 distinguish explicit elements: facts, hypotheses, opinions, values, etc.	✓	
1.3 identify main implicit (unstated) elements or assumptions: facts, values, etc.	✓	
1.4 recognize key words, definitions, concepts and distinguish connotative from denotative meaning.	✓	
1.5 evaluate internal consistancy, specificity, objectivity and reliability of material	✓	
2. Writing Skills: ability to write a	✓	
2.1 Summary or precis		
2.2 analytical essay	✓	
2.3 evaluative essay or critique		
3. Listening Skills: ability to listen carefully, analytically and critically.	✓	
4. Speaking Skills: ability to speak clearly and concisely in		
4.1 interpersonal settings	✓	
4.2 small group settings	✓	
4.3 lecture setting		✓

	Direct	Indirect
5. Visual Communication Skills: ability to observe, interpret and use visual symbols in ways which		
5.1 result in reflective understanding of the contemporary world		✓
5.2 result in a broader non-verbal basis for communication		✓
5.3 provide personal creative satisfaction		✓
F. Question asking & Problem Solving Skills: ability to recognize, ask reveal questions, analyze systematically & conceptually solve		
1. Socio-political problems	✓	
2. Occupational problems	✓	
3. Personal-interpersonal problems		✓